



*Newtown High School  
of the  
Performing Arts*

***ASSESSMENT  
BOOKLET***

**YEAR 12  
2016/17**

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.

*Equity, Creativity, Excellence*

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# **Newtown High School of the Performing Arts**

## **Senior Assessment Policy**

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

- The School Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- 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, log books
- 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 alternate arrangements and follow Illness/Misadventure procedures.

### **Malpractice**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes
- being in possession of electronic devices during a test or examination
- using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- presenting another person's work as their own
- paying someone to write or prepare an assessment task
- offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another student to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students

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 are in agreement 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 Board of Studies.

## What are the responsibilities of the school?

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

The 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 Class 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).

**The Illness/Misadventure form can be obtained from the faculty Head Teacher, the Deputy Principal in charge of the year group or downloaded from the school's website.**

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 subject 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 subject 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 a 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.

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.

# 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.
- (iii) Submit application form to faculty Head Teacher (or Deputy Principal for exams) within 2 days of their return.



## **Step Three: Resolution and Feedback**

Assessment Review Committee consisting of a Deputy Principal plus 2 Head Teachers, will meet to 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.

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

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

*To be completed by the Assessment Review Committee*

Resolution: Accepted / Rejected

.....  
.....

ARC Members: .....

**Copy to:** Committee/Relevant Head Teacher /Student/Parent/Carer/Student File

# Group Performance Procedures for Illness/Misadventure

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

## Step One: Student 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 concerned
- (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 consisting of a Deputy Principal plus 2 Head Teachers, will meet to 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.

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### 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

*To be completed by the Assessment Review Committee*

Resolution: .....

ARC Members: .....

**Copy to:** Committee/Relevant Head Teacher /Student/Parent/Carer/Student File

# 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 are to be collected from the Deputy Principal and must be 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.**

## Outcome of Illness/Misadventure

The Assessment Review Committee (comprising of the Deputy Principals and two Head Teachers) will consider all Illness/Misadventure cases. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted one of three things may occur:

1. If the task has already been completed/submitted, the mark will be awarded.
2. If the task has not been completed/submitted, it will be rescheduled and the mark will be awarded.
3. In exceptional circumstances, where undertaking an alternative task is not possible, the Principal may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the 'zero'.

**If the application is rejected, a mark of zero will be awarded.** The student may choose to apply to the Principal in writing to reconsider the Assessment Review Committee's decision. This appeal must be made within two weeks of receiving the decision.

# 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 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

Decision: .....

.....

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

# Non-Completion of Preliminary/HSC Course

## REQUIREMENTS PROCEDURE

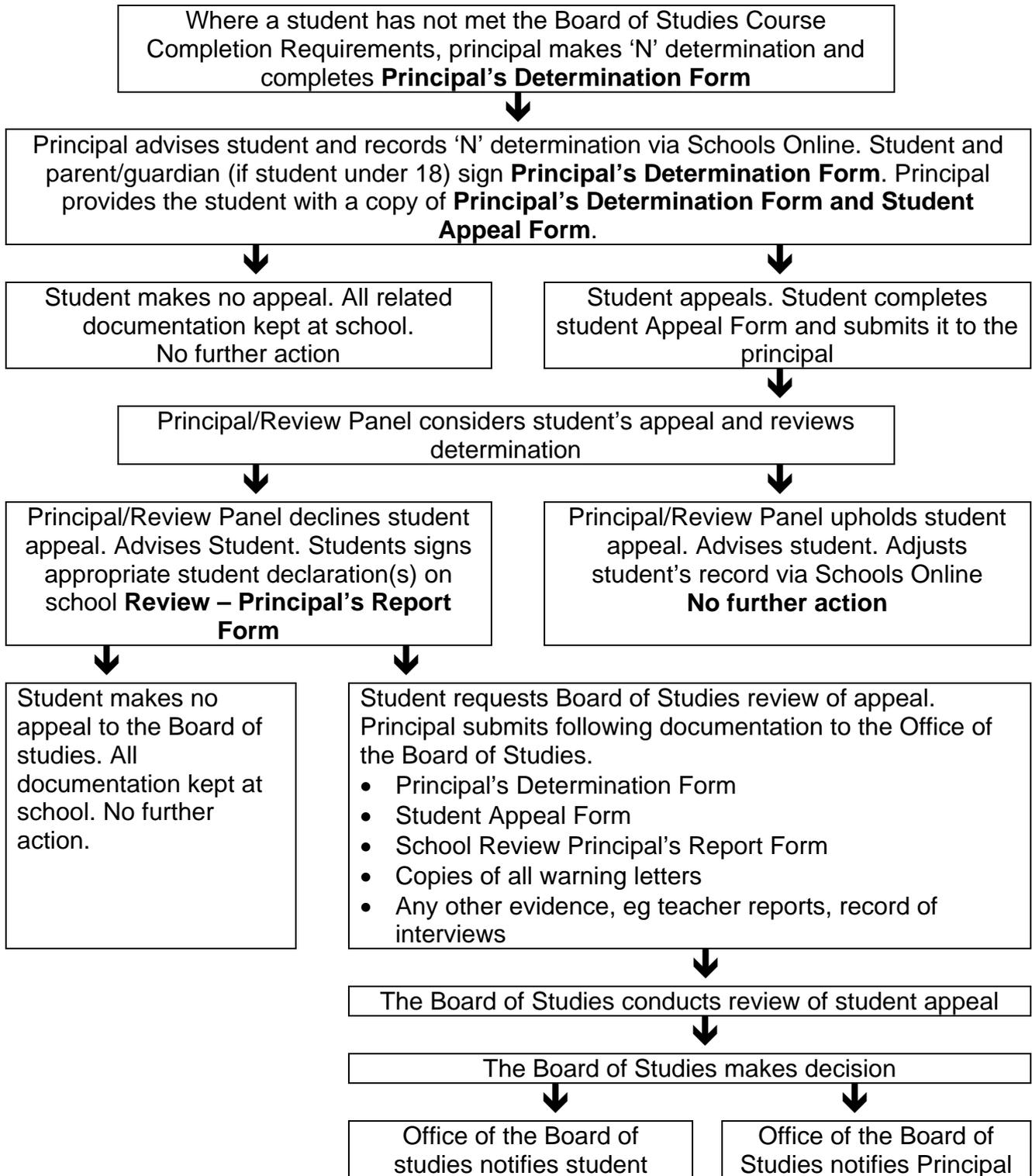
1. The Non-completion of a course procedure commences when a student has not:
  - (a) **Followed** the course developed by the board; and
  - (b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - (c) **Achieved**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

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



## Ancient History

Objectives		HSC Course Outcomes	
1	People, places, societies and events in the context of their times	H1.1	describes and assesses the significance of key people, groups, events, institutions, societies and sites within the historical context.
2	Change and continuity over time	H2.1	explains historical factors and assess their significance in contributing to change and continuity in the ancient world
3	The process of historical inquiry	H3.1 H3.2 H3.3 H3.4 H3.5 H3.6	locates, selects and organises relevant information from a variety of sources discusses relevant problems of sources for reconstructing the past analyses and evaluates sources for their usefulness and reliability explains and evaluates differing perspectives and interpretations of the past analyses issues relating to ownership and custodianship of the past plans and presents the findings of historical investigations, analysing and synthesising information from a range of sources
4	Communicating an understanding of history	H4.1 H4.2	uses historical terms and concepts appropriately communicates knowledge and understanding of historical features and issues using appropriate oral and written forms.

## Ancient History

Task	Course Component	Weighting	Outcomes	Task	Date
1	Society Greece: The Bronze Age-Mycenaean Society	25%	H1.1, H3.4, H4.2	Written task and source analysis	Term 4 Weeks 9-10
2	Personality Near East: Hannibal	20%	H3.3, H3.6, H4.2	Interviews based on research	Term 1 Week 11
3	Historical Period Rome 264-133BC	25%	H2.1, H3.1, H4.2	Essay	Term 2 Week 3
4	Core Study: Cities of Vesuvius Ancient Society Personality Historical Period	30%	H3.2, H3.5, H4.1, H4.2	Trial Exam	Term 3 Weeks 1-3

## Biology

Objectives	HSC Course Outcomes
<p><b><i>Students will develop knowledge and understanding of:</i></b></p> <p>1. the history of Biology</p>	<p><b><i>A student:</i></b></p> <p>H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</p>
<p>2. the nature and practice of Biology</p>	<p>H2 analyses the ways in which models, theories and laws in biology have been tested and validated</p>
<p>3. applications and uses of Biology</p>	<p>H3 assesses the impact of particular advances in biology and the development of techniques</p>
<p>4. implications of Biology for society and the environment</p>	<p>H4 assesses the impacts and implications of Biology on society and their environment</p>
<p>5. current issues, research and developments in Biology</p>	<p>H5 identifies possible future directions of biological research</p>
<p>6. cell ultrastructure and processes</p>	<p>H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism</p>
<p>7. biological diversity</p>	<p>H7 analyses the impact of natural and human processes on biodiversity</p>
<p>8. environmental interactions</p>	<p>H8 evaluates the impact of human activity on the interactions of organisms and their environment</p>
<p>9. mechanisms of inheritance</p>	<p>H9 describes the mechanisms of inheritance in molecular terms</p>
<p>10. biological evolution</p>	<p>H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution</p>
<p>11. planning investigations</p>	<p>H11 justifies the appropriateness of a particular investigation plan</p>
<p>12. conducting investigations</p>	<p>H12 evaluates ways in which accuracy and reliability could be improved in investigations</p>
<p>13. communicating information and understanding</p>	<p>H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding</p>
<p>14. developing scientific thinking and problem solving techniques</p>	<p>H14 assesses the validity of conclusions from gathered data and information</p>
<p>15. working individually and in teams</p>	<p>H15 explains why an investigation is best undertaken individually or in a team</p>
<p><b><i>Students will develop positive values about and attitudes towards:</i></b></p>	<p><b><i>A student:</i></b></p>
<p>16. themselves, others learning as a lifelong process, biology and the environment</p>	<p>H16 justifies positive values 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</p>

## Biology

Tasks	Course Component	Weighting	Outcomes	Task	Date
1	Blueprint of Life	25%	H1, H2, H3, H4, H5, H9, H10, H13	Research/ Oral (Communication, PFA and K&U)	Term 4 Weeks 9-10
2	Maintaining a Balance	25%	H11, H12, H13, H14	Practical Task (P&C, K&U)	Term 1 Week 11
3	Midcourse Exam	20%	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13, H14	Written Task (K&U, P&C and Communication)	Term 2 Week 8
4	Trial	30%	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13, H14	Written Task (K&U, P&C and PFA)	Term 3 Weeks 1-3

## Business Studies

Objectives	Outcomes
<p><b><i>Students develop knowledge and understanding about:</i></b></p> <ul style="list-style-type: none"> <li>• The nature, role and structure of business</li> </ul>	<p><b><i>The student:</i></b></p> <p>H1 critically analyses the role of business in Australia and globally</p>
<ul style="list-style-type: none"> <li>• Internal and external influences on business</li> </ul>	<p>H2 evaluates management strategies in response to changes in internal and external influences</p> <p>H3 discusses the social and ethical responsibilities of management</p>
<ul style="list-style-type: none"> <li>• The functions and processes of business activity</li> </ul>	<p>H4 analyses business functions and processes in large and global businesses</p>
<ul style="list-style-type: none"> <li>• Management strategies and their effectiveness</li> </ul>	<p>H5 explains management strategies and their impact on businesses</p> <p>H6 evaluates the effectiveness of management in the performance of businesses</p>
<p><b><i>The student develops skills to:</i></b></p> <ul style="list-style-type: none"> <li>• investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations</li> <li>• communicate business information and issues using appropriate formats</li> <li>• apply mathematical concepts appropriate to business situations</li> </ul>	<p><b><i>The student:</i></b></p> <p>H7 plans, conducts investigations into contemporary business issues</p> <p>H8 organises and evaluates information for actual and hypothetical business situations</p> <p>H9 communicates business information, issues and concepts in appropriate formats</p> <p>H10 applies mathematical concepts appropriately in business situations</p>

## Business Studies

Tasks	Course Component	Weighting	Outcomes	Task	Date
1	Marketing	25%	H4, H6, H7, H8, H9	Marketing Research Task based on IKEA case study	Term 4 Week 6
2	Operations Marketing	25%	H2, H3, H4, H5, H8, H9	Exam	Term 1 Week 11
3	Finance	25%	H5, H8, H9, H10	Stimulus based task in class on financial statement analysis	Term 2 Week 6
4	All HSC Topics (Operations, Marketing, Finance, Human Resources)	25%	H1, H2, H3, H4, H5, H6, H8, H9, H10	Trial Exam	Term 3 Weeks 1-3

# Chemistry

Objectives	HSC Course Outcomes
<b><i>Students will develop knowledge and understanding of:</i></b>	<b><i>A student:</i></b>
1. the history of Chemistry	H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
2. the nature and practice of Chemistry	H2 analyses the ways in which models, theories and laws in chemistry on the development of technologies
3. applications and uses of Chemistry	H3 assesses the impact of particular advances in chemistry on the development of technologies
4. implications for society and the environment	H4 evaluates the impacts and implications of research in chemistry on society and the environment
5. current issues, research and developments	H5 identifies possible future directions of chemical research
6. atomic structure and periodic table	H6 explains reactions between elements and compounds in terms of atomic structures and periodicity
7. energy	H7 describes the chemical basis of energy transformations in chemical reactions
8. chemical reactions	H8 assesses the range of factors which influence the type and rate of chemical reactions
9. carbon chemistry	H9 describes and predicts reactions involving carbon compounds
10. stoichiometry	H10 analyses stoichiometric relationships
11. planning investigations	H11 justifies the appropriateness of a particular investigation plan
12. conducting investigations	H12 evaluates ways in which accuracy and reliability could be improved in investigations
13. communicating information and understanding	H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
14. developing scientific thinking and problem-solving	H14 assesses the validity of conclusions from gathered data and information
15. working individually and in teams	H15 explains why an investigation is best undertaken individually or by a team
16. themselves, others, learning as a lifelong process, chemistry and the environment	H16 justifies their positive values about and attitude 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

## Chemistry

Tasks	Course Component	Weighting	Outcomes	Task	Date
1	Production of Materials	25%	H1, H2, H3, H4, H5, H13	Oral/Research (Communication, PFA and K&U)	Term 4 Weeks 9-10
2	Acidic Environment	25%	H1, H2, H3, H4, H5, H13	Practical/Research) (P&C, Communication and K&U)	Term 1 Week 11
3	Midcourse exam	20%	H1, H2, H3, H4, H5, H6, H7, H8, H0, H10, H11, H12, H13, H14	Written task ( K&U, P&C)	Term 2 Week 4
4	Trial	30%	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	Examination (K&U, P&C and PFA)	Term 3 Weeks 1-3

## Classical Ballet

Objectives	HSC Course Outcomes
<p><b><i>Students will develop knowledge and understanding, skills, values and attitudes about:</i></b></p> <p>The art form of Classical Ballet</p>	<p><b><i>A student:</i></b></p> <ul style="list-style-type: none"> <li>• understands Classical Ballet from artistic, aesthetic and cultural perspectives through movement and the written and oral form.</li> <li>• acknowledges and appreciates the relationship of the art form of Classical Ballet with the other arts.</li> </ul>
<p>Classical Ballet Performance</p>	<ul style="list-style-type: none"> <li>• understands Classical Ballet technique, style, and performance quality with due consideration of Safe Dance Practices.</li> <li>• develops skills of Classical Ballet through Classical Ballet technique, style, composition and appreciation.</li> <li>• performs Classical Ballet technique and style with commitment, focus, consistency, and performance quality with due consideration of Safe Dance Practices.</li> <li>• values Classical Ballet Performance.</li> </ul>
<p>Classical Ballet Composition</p>	<ul style="list-style-type: none"> <li>• understands the principles of composition/choreography in the Classical Ballet technique and style.</li> <li>• develops skills of Classical Ballet through Classical Ballet technique, style, composition and appreciation.</li> <li>• demonstrates the use of compositional/choreographic principles in the Classical Ballet style.</li> </ul>
<p>Classical Ballet Appreciation</p>	<ul style="list-style-type: none"> <li>• understand the artistic and cultural context of Classical Ballet.</li> <li>• develops skills of Classical Ballet through Classical Ballet technique, style, composition and appreciation</li> <li>• demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgments about Classical Ballet.</li> <li>• acknowledges and appreciates the relationship of the art form of Classical ballet with the other arts.</li> <li>• values the diversity of Classical Ballet from national and international perspectives.</li> </ul>

## Classical Ballet

Task	Component	Weighting	Outcomes	Task	Date
1	Classical Ballet Appreciation (core)	10%	<ul style="list-style-type: none"> <li>• Demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgments about Classical Ballet.</li> <li>• recognises, understands and appreciates the artistic and cultural context of Classical Ballet.</li> </ul>	Essay on the analysis of the set works/supplementary works.	Term 4 Week 6
2	Classical Ballet Technique (core)	20%	<ul style="list-style-type: none"> <li>• develops skills in Classical Ballet through technique, style, composition and appreciation.</li> <li>• demonstrates an understanding of Classical Ballet technique, style and performance quality with due consideration of safe dance practices.</li> <li>• demonstrates an understanding of the Classical Ballet technique and performance quality through the performance of Classical Ballet style.</li> </ul>	Practical Examination Class and Performance of class solo. (Process journal due)	Term 1 Week 11
3	Classical Ballet Composition (core)	10%	<ul style="list-style-type: none"> <li>• explores the vocabulary of steps in the Classical Ballet technique as the basis for communication of ideas and feelings through Classical Ballet composition.</li> <li>• demonstrates the use of compositional/choreographic principles in the Classical Ballet style.</li> </ul>	Perform the choreographed group or solo work.  Submit process journal and deconstruction of composition	Term 2 Week 5 (Comp Performance and Journal)
4	Classical Ballet Performance (Major Study)	10%	<ul style="list-style-type: none"> <li>• demonstrates an understanding of Classical Ballet technique, style and performance quality with due consideration of safe dance practices.</li> <li>• demonstrates an understanding of the Classical Ballet technique and performance quality through the performance of Classical Ballet dances.</li> <li>• demonstrates an understanding of musicality in Classical Ballet performance.</li> </ul>	Performance of solo. (Journal due)	Term 2 Week 8
HSC	ALL	50%	<ul style="list-style-type: none"> <li>• All outcomes</li> </ul>	Classical Ballet Technique, Performance, Composition, Appreciation	Term 3 Weeks 1 - 3

## Dance

Objectives	HSC Course Outcomes
<p><b><i>Students will develop knowledge and understanding, skills, values and attitudes about:</i></b></p> <p>Dance as an art form</p>	<p><b><i>A student:</i></b></p> <p>H1.1 understands Dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.</p> <p>H1.2 performs, composes and appreciates dance as an art form.</p> <p>H3.1 appreciates and values dance as an art form through the interrelated experiences of performing, composing and appreciating dances.</p>
Dance performance	<p>H2.1 understands performance quality, interpretation and style relating to dance performance.</p> <p>H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.</p>
Dance composition	<p>H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent.</p> <p>H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent.</p>
Dance appreciation	<p>H4.2 recognises, analyses and values distinguishing features of major dance works.</p> <p>H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance.</p>

## Dance

Task	Course Component	Weighting	Outcomes	Task	Date
1	Core Appreciation	10%	H4.2 recognises, analyses and evaluates the distinguishing features of major dance works. H4.4 demonstrates in written and oral form the ability to analyse and synthesise information when making discriminating judgments about dance.	Research and analyse the HSC set works and prescribed choreographers.	Term 4 Week 7
2	Core Task- Performance and Composition	20%	H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices. H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent	1. Perform Core Performance and Composition. 2. Submit process journal	Term 1 Week 11
3	Major Study Performance	20%	H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent H2.1 understands performance quality, interpretation and style relating to dance performance	1. Perform Major Study Performance. 2. Submit Analysis	Term 2 Week 6
4	Trial	50%	All outcomes	Core Performance, Core Composition, Core Appreciation and Major Study	Term 3 Weeks 1-3

## Design & Technology

Objectives	HSC Course Outcomes
<b><i>Students will develop:</i></b>	<b><i>The student:</i></b>
1. knowledge and understanding about design theory and design processes in a range of contexts	H1.1 critically analyses the factors affecting design and the development and success of design projects. H1.2 relates the practices and processes of designers and producers to the major design project
2. knowledge, understanding appreciation of the interrelationship of design, technology, society and the environment	H2.1 explains the influence of trends in society on design and production H2.2 evaluates the impact of design and innovation on society and the environment
3. creatively and an understanding of innovation and entrepreneurial activity in a range of contexts	H3.1 analyses the factors that influence innovation and the success of innovation H3.2 uses creative and innovative approaches in designing and producing
4. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project H4.2 selects and uses resources responsibly and safely to realise a quality major design project H4.3 evaluates the processes undertaken and the impacts of the major design project
5. skills in research, communication and management in design and production	H5.1 manages the development of a quality major design project H5.2 selects and uses appropriate research methods and communication techniques
6. knowledge and understanding about current and emerging technologies in a variety of settings	H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices H6.2 critically assesses the emergence and impact of new technologies and the factors affecting the development

## Design & Technology

Task	Course Component	Weighting	Outcomes	Task	Date
1	Innovation and Emerging Technologies	20%	1.1, 2.1, 2.2, 3.1, 5.2, 6.2	Innovative Case Study – Written Response	Term 4 Week 6
2	Designing and Producing	10%	4.2 1.2 4.1 5.1 5.2	Major Design Project Interview Project Assessment 1 Proposal, needs analysis	Term 4 Weeks 9-10
3	Designing and Producing	20%	1.1 4.1 1.2 4.2 1.3 3.2 4.3 5.1	Major Design Project Interview Project Assessment 2	Term 1 Week 11
4	Designing and Producing	30%	1.1, 4.1 4.2 5.1 6.1 1.2 4.3 5.2 3.2	Major Design Project Project Assessment 3 – Final 30%	Term 3 Weeks 1-3
	Innovation and Emerging Technologies	20%	1.1, 3.1 1.2, 3.2 2.1, 6.2 2.2	Trial HSC 20%	Term 3 Weeks 1-3

## Drama

Objectives	HSC Course Outcomes
<p><b>MAKING Through Drama, students will develop knowledge and understanding about and skills in:</b> using drama, through participation in a variety of dramatic and theatrical forms</p> <p>making drama and theatre, using a variety of dramatic and theatrical techniques and conventions</p>	<p><b>The student:</b></p> <p>H1.1 uses acting skills to adopt and sustain a variety of characters and roles            H1.2 uses performance skills to interpret and perform scripted and other material            H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works            H1.4 collaborates effectively to produce a group-devised performance            H1.5 demonstrates directorial skills            H1.6 records refined group performance work in appropriate form            H1.7 demonstrates skills in using the elements of production</p>
<p><b>and values and attitudes about:</b> the collaborative nature of drama and theatre</p>	<p>H1.8 recognizes the value of the contribution of each individual to the artistic effectiveness of productions            H1.9 values innovation and originality in group and individual work</p>
<p><b>PERFORMING Through Drama, students will develop knowledge and understanding about and skills in:</b> using the elements of drama and theatre in performance performing in improvised and playbuilt theatre and scripted drama</p>	<p><b>The student:</b></p> <p>H2.1 demonstrates effective performance skills            H2.2 uses dramatic and theatrical elements effectively to engage an audience            H2.3 demonstrates directorial skills for theatre and other media</p>
<p><b>and values and attitudes about:</b> the diversity of the art of dramatic and theatrical performance</p>	<p>H2.4 appreciates the dynamics of drama as a performing art            appreciates the high level of energy and commitment necessary to develop and present a performance            H2.5</p>

Objectives	HSC Course Outcomes
<p><b>CRITICALLY STUDYING</b> <i>Through drama, students will develop knowledge and understanding about and skills in:</i></p> <p>recognising the place and function of drama and theatre in communities and societies, past and present</p> <p>critically studying a variety of forms and styles used in drama and theatre.</p>	<p><b>The Student:</b></p> <p>H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</p> <p>H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed and oral and written responses</p> <p>H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</p>
<p><i>and values and attitudes about:</i></p>	
<p>drama and theatre as a community activity, a profession and an industry</p>	<p>H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies</p> <p>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</p>

## Drama

Task	Course Component	Weighting	Outcomes	Task	Date
1	Australian Drama and Theatre.	15%	H1.1, H1.2, H1.5, H1.7, H1.8, H2.1, H2.2, H2.4, H2.5 H3.1, H3.2, H3.3, H3.4, H3.5	Workshop Performance and Essay on Topic Area Studied	Term 4 Weeks 9-10
2	Studies in Drama and Theatre	15%	H1.1, H1.2, H1.5, H1.7, H1.8, H2.1, H2.2, H2.4, H2.5 H3.1, H3.2, H3.3, H3.4, H3.5	Workshop Performance and Essay on Topic Area studied.	Term 1 Week 11
3	Group Performance and Individual Performance	30%	H1.1, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H2.5 H1.2, H1.3, H3.1, H3.2, H3.3	Performance of Group Performance.  Submission or Performance of Individual Project	Term 2 Week 7
4	1. Individual Project (10%) 2. Group Performance (10%) 3. Written Examination (20%)	40%	H1.1, H1.2, H1.3, H1.4, H1.5, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3, H3.4, H3.5	Individual Projects will be submitted or performed. Group performances will be performed. The written examination entails two essay responses to the Topic Areas studied.	Term 3 Week 1 - 3

# Economics

Objectives	Outcomes
<p><b><i>Students will develop knowledge and understanding about:</i></b></p> <ul style="list-style-type: none"> <li>• the economic behaviour of individuals, firms, institutions and governments</li> <li>• the function and operation of markets</li> <li>• the operation and management of economies</li> <li>• contemporary economic problems and issues facing individuals, firms and governments</li> </ul> <p><b><i>Students develop skills to</i></b></p> <ul style="list-style-type: none"> <li>• investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources</li> <li>• communicate economic information, ideas and issues in appropriate forms</li> </ul>	<p><b><i>A student:</i></b></p> <p>H1 demonstrates understanding of economic terms, concepts and relationships</p> <p>H2 analyses the economic role of individuals, firms, institutions and governments</p> <p>H3 explains the role of markets within the global economy</p> <p>H4 analyses the impact of global markets on the Australian and global economies</p> <p>H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts</p> <p>H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts</p> <p>H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments</p> <p>H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts</p> <p>H9 selects and organises information from a variety of sources for relevance and reliability</p> <p>H10 communicates economic information, ideas and issues in appropriate forms</p> <p>H11 applies mathematical concepts in economic contexts</p> <p>H12 works independently and in groups to achieve appropriate goals in set timelines.</p>

## Economics

Task	Course Component	Weighting	Outcomes	Task	Date
1	The Global Economy	25%	H3, H8, H9, H10	In class essay	Term 4 Weeks 9-10
2	Australia's Place in the Global Economy	25%	H1, H2, H4, H10, H11	In class test (objective response and short answer questions)	Term 1 Week 11
3	Economic Issues Economic Policies and Management	25%	H7, H8, H10	Hand-in research Extended Response	Term 2 Week 8
4	All HSC Topics	25%	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Trial HSC Exam	Term 3 Weeks 1-3

## English Advanced

Details of Task including date and weighting	Outcomes
<b>Task 1</b> <b>Term 4, Weeks 9-10, 2016 (25%)</b> This task will require students to deliver their Area of Study speech and complete a listening task.	2, 4, 5, 7 and 9
<b>Task 2.</b> <b>Term 1, Week 7, 2017 (15%)</b> <b>Module A: Comparative Study of Texts and Contexts</b> In this task students will compose an extended response to an unseen question.	1, 2, 6 and 12
<b>Task 3</b> <b>Term 2, Week 3, 2017 (15%)</b> <b>Module B: Critical Study of Text</b> Students will compose an extended response to an unseen question, using aural stimulus.	1, 2A, 6, and 8
<b>Task 4</b> <b>Term 2, Week 7, 2017 (15%)</b> <b>Module C: Representation and Text</b> Students view a related text and compose an extended response.	3, 4, 10, 12A and 13
<b>Task 5</b> <b>Term 3 Weeks 1-3, 2017 (30%)</b> <b>Trial HSC</b> All aspects of the course will be assessed in these two exam papers.	2, 4, 8 and 11

### Outcomes:

<b>1.</b>	explains and evaluates the effects of different contexts of responders and composers on texts.
<b>2.</b>	explains relationships among texts.
<b>2A</b>	(Advanced only) recognises different ways in which particular texts are valued.
<b>3.</b>	develops language relevant to the study of English.
<b>4.</b>	explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
<b>5.</b>	explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
<b>6.</b>	engages with the details of text in order to respond critically and personally.
<b>7.</b>	adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
<b>8.</b>	articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
<b>9.</b>	evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
<b>10.</b>	analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
<b>11.</b>	draws upon the imagination to transform experience and ideas into text demonstrating control of language.
<b>12.</b>	reflects on own processes of responding and composing.
<b>12A</b>	(Advanced only) explains and evaluates different ways of responding to and composing text.
<b>13.</b>	reflects on own processes of learning.

## English Standard

Details of Task including date and weighting	Outcomes
<b>Task 1</b> <b>Term 4, Weeks 9-10, 2016 (25%)</b> This task will require students to deliver their Area of Study speech and complete a listening task.	2, 4, 5, 7 and 9
<b>Task 2</b> <b>Term 1, Week 7, 2017 (15%)</b> <b>Module A: Experience Through Language</b> In this task students will compose an extended response to an unseen question.	1, 2, 6 and 12
<b>Task 3</b> <b>Term 2, Week 3, 2017 (15%)</b> <b>Module B: Close Study of Text</b> Students will compose an extended response to an unseen question using aural stimulus.	6 and 8
<b>Task 4</b> <b>Term 2, Week 7, 2017 (15%)</b> <b>Module C: Texts and Society</b> Students view a related text and compose an extended response.	3, 4, 10 and 13
<b>Task 5</b> <b>Term 3, Weeks 1-3 2017 (30%)</b> <b>Trial HSC</b> All aspects of the course will be assessed in these two exam papers.	2, 4, 8 and 11

### Outcomes:

1.	demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2.	demonstrates understanding of the relationships among texts.
3.	develops language relevant to the study of English.
4.	describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5.	analyses the effect of technology and medium on meaning.
6.	engages with the details of text in order to respond critically and personally.
7.	adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8.	articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9.	assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10.	analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11.	draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
12.	reflects on own processes of responding and composing.
13.	reflects on own processes of learning.

## English Extension 1

Details of Task including date	Outcomes
<b>Task 1: Term 4, 2016 Weeks 9-10: 30% (15 marks out of 50): Speaking and Listening Task</b> Students will be required to prepare and present a speech and complete a listening task.	1, 2, 3 and 4
<b>Task 2: Term 1, 2017 Week 11: 30% (15 marks out of 50): Viewing Task</b> Students will view an extract from a text and compose an extended response.	1, 2, 3
<b>Task 3: Trial HSC: Term 3, 2017 Weeks 1-3: 40% (20 marks out of 50)</b> Two questions: Critical and creative. Both questions are of equal value.	1, 2 and 3

**Outcomes:**

<b>1.</b>	distinguishes and evaluates the values expressed through texts.	<b>3.</b>	composes extended texts.
<b>2.</b>	explains different ways of valuing texts.	<b>4.</b>	develops and delivers sophisticated presentations.

## English Extension 2

Details of task including date	Outcomes
<p><b>Task 1: Term 4, Week 7, 2016</b>  <b>10 marks / 50 total marks (20%)</b>  <b>MAJOR WORK PROPOSAL VIVA VOCE</b>                      In this task students will be expected to articulate a proposal for what will be their Major Work. This task will take the form of an interview with 2 teachers of Extension 2.</p>	1 and 2
<p><b>Task 2: Term 1, Week 4, 2017</b>  <b>15 marks / 50 total marks (30%)</b>  <b>RESEARCH TASK</b>                      Students will be required to submit a research task, detailing the research undertaken to date, and future research intended.</p>	1 and 2
<p><b>Task 3: Term 2, Week 5, 2017</b>  <b>25 marks / 50 total marks (50%)</b>  <b>FINAL DRAFT OF MAJOR WORK</b>                      Students will submit a final draft of their Major Work</p>	1 and 2

**Outcomes:**

<b>1.</b>	develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation.	<b>2.</b>	reflects on and documents own process of composition.
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## Food Technology

Objectives	HSC Course Outcomes
<p><b><i>Students will develop:</i></b></p> <p>1. knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society</p>	<p><b><i>A student:</i></b></p> <p>H1.1 explains manufacturing processes and technologies used in the production of food products</p> <p>H1.2 examines the nature and extent of the Australian food industry</p> <p>H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations</p> <p>H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment</p>
<p>2. knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health</p>	<p>H2.1 evaluates the relationship between food, its production, consumption, promotion and health</p>
<p>3. skills in researching, analysing and communicating food issues</p>	<p>H3.1 investigates operations of one organisation within the Australian food industry</p> <p>H3.2 independently investigates contemporary food issues</p>
<p>4. skills in experimenting with and preparing food by applying theoretical concepts</p>	<p>H4.1 develops, prepares and presents food using product development processes</p> <p>H4.2 applies principles of food preservation to extend the life of food and maintain safety</p>
<p>5. skills in designing implementing and evaluating solutions to food situations</p>	<p>H5.1 develops, realises and evaluates solutions to a range of food situations</p>

## Food Technology

Task	Course Component	Weighting	Outcomes	Task	Date
1	Research, Analysis and Communication (10%) Experimentation, Preparation and Evaluation (15%)	25%	H1.1 H1.2 H1.4 H3.1 H4.2	<b>Food Manufacture/Australian Food Industry (AFI)</b> Case study/practical	Term 4 Week 8
2	Research, Analysis and Communication (10%) Experimentation, Preparation and Evaluation (15%)	25%	H1.2 H1.3 H4.1 H4.2	<b>Food Product Development Presentation</b>	Term 1 Week 11
3	Design, Implementation and Evaluation (5%) Research, Analysis and Communication (10%)	15%	H2.1 H3.2 H5.1	<b>Contemporary Food Issues: Nutrition</b> Prepared extended written response under exam conditions	Term 2 Week 4
4	Knowledge and Understanding (20%) Research, Analysis, and Communication (15%)	35%	H1.1, H1.2, H1.3 H1.4, H2.1, H3.1, H3.2, H5.1	<b>Trial Exam</b>	<b>Term 3 Weeks 1 - 3</b>

# Geography

Objectives	Outcomes
<p><b>Students will develop:</b></p> <p><b>Knowledge and understanding about:</b></p> <ul style="list-style-type: none"> <li>the characteristics and spatial distribution of environments</li> <li>the processes that form and transform the features and patterns of the environment</li> <li>the global and local forces which impact on people, ecosystems, urban places and economic activity</li> <li>the contribution of a geographical perspective</li> </ul> <p><b>Skills to:</b></p> <ul style="list-style-type: none"> <li>investigate geographically</li> <li>communicate geographically</li> </ul> <p>and informed and responsible <b>values and attitudes</b> towards:</p> <ul style="list-style-type: none"> <li>ecological sustainability</li> <li>a just society</li> <li>ethical research practices</li> <li>active and informed citizenship</li> <li>responsible, autonomous life-long learning</li> </ul>	<p>H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity</p> <p>H2 explains the factors which place ecosystems at risk and the reasons for their protection</p> <p>H3 analyses contemporary urban dynamics and applies them in specific contexts</p> <p>H4</p> <p>H5 analyses the changing spatial and ecological dimensions of an economic activity</p> <p>H6 evaluates environmental management strategies in terms of ecological sustainability</p> <p>H7 evaluates the impacts of, and responses of people to environment change</p> <p>H8 justifies geographical methods applicable and useful in the workplace and relevant to a changing world</p> <p>H9 plans geographical inquires to analyse and synthesise information from a variety of sources</p> <p>H10 evaluates geographical information and sources for usefulness, validity and reliability</p> <p>H11 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p>H12 applies mathematical ideas and techniques to analyse geographical data</p> <p>H13 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p>communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms</p>

## Geography

Task	Course Component	Weighting	Outcomes	Task	Date
1	Urban Places: Urban Dynamics	25%	H10, H8, H3, H13	In Class Response based on Student Research	Term 4 Week 7
2	Ecosystems at Risk Case Studies	25%	H2, H5, H12, H3	In Class Response Based on Student Research	Term 1 Week 8
3	Productive Economic Activity	25%	H4, H6, H12, H13	Extended Response	Term 2 Week 7
4	All relevant HSC Topics	25%	H1-H6, H9-H13	Trial Exam	Term 3 Weeks 1-3

## History Extension

Objectives		Outcomes	
<b><i>A student develops knowledge and understanding about:</i></b>		<b><i>A student:</i></b>	
1	Significant historiographical ideas and processes.	E1.1	analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
<b><i>A student develops skills in:</i></b>			
2	Designing, undertaking and communicating historical inquiry	E2.1	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
		E2.2	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues.
		E2.3	Constructs a historical position about an area of historical inquiry and discusses and challenges other positions.

## History Extension

Task	Course Component	Weighting /50	Outcomes	Task	Date
1	Part 1 What is History?	5 marks (10%)	E1.1 E2.2	Extended Response	Term 1 2017 Week 8
2	Part II Case Study	5 marks (10%)	E1.1 E2.2 E2.3	Trial Exam Extended Response	Term 3 Weeks 1-3
3	History Project	40 marks (80%)	E2.1 E2.2 E2.3	a) Research proposal 5 marks (10%) b) Process Diary 5 marks (10%) c) Essay, Synopsis & bibliography 30 marks (60%)	a) Term 4 Week 8 2016 b) Term 2 Week 8 2017 (Must be presented every 3 weeks for monitoring) c) Term 2 Week 8:2017 (a minimum of TWO drafts must be submitted, no later than Term 2 Week 6)

## Legal Studies

Objectives	HSC Course Outcomes
<p>1 <b><i>A student develops knowledge and understanding about:</i></b> the nature and institutions of domestic and international law</p>	<p><b><i>A student:</i></b> H1 identifies and applies legal concepts and terminology H2 describes and explains key features of and the relationship between Australian and international</p>
<p>2 the operation of the Australian and international legal systems and the significance of the rule of law</p>	<p>H3 analyses the operation of domestic and international legal systems H4 evaluates the effectiveness of the legal system in addressing issues</p>
<p>3 the interrelationship between law, justice and society and the changing nature of the law</p>	<p>H5 explains the role of law in encouraging cooperation and resolving conflict, as well initiating and responding to change H6 assesses the nature of the interrelationship between the legal system and society H7 evaluates the effectiveness of the law in achieving justice</p>
<p>4 <b><i>A student develops skills in:</i></b> investigating, analysing and communicating relevant legal information and issues</p>	<p>H8 locates, selects, organises, synthesises and analyses relevant legal information from a variety of sources including legislation, cases, media, international instruments and documents H9 communicates legal information using well-structured and logical arguments H10 analyses differing perspectives and interpretations of legal information and issues</p>

## Legal Studies

Task	Course Component	Weighting	Outcomes	Task	Date
1	Human Rights	20%	H8, H9, H10	Research Report on ONE Human Rights Issue	Term 4 Week 6
2	Family	25%	H8, H6, H7	In Class Written Essay on Family based on Themes & Challenges	Term 1 Week 6
3	World Order	25%	H3, H2, H5	In Class Written Essay on World Order based on Themes and Challenges	Term 2 Week 3
4	All HSC Topics	30%	H1-H6, H9-H10	Trial Exam	Term 3 Weeks 1-3

# Mathematics

Objectives	HSC Course Outcomes
<p><b><i>Students will develop:</i></b></p> <p>Appreciation of the scope, usefulness, beauty and elegance of mathematics</p> <p>The ability to reason in a broad range of mathematical contexts</p> <p>Skills in applying mathematical techniques to the solution of practical problems</p> <p>Understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions</p> <p>The ability to interpret and communicate mathematics in a variety of forms</p>	<p><b><i>A student:</i></b></p> <p>H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts</p> <p>H2 constructs arguments to prove and justify results</p> <p>H3 manipulates algebraic expressions involving logarithmic and exponential functions</p> <p>H4 expresses practical problems in mathematical terms</p> <p>H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems</p> <p>H6 uses the derivative to determine the features of the graph of a function</p> <p>H7 uses the features of a graph to deduce information about the derivative</p> <p>H8 uses techniques of integration to calculate areas and volumes</p> <p>H9 communicates using mathematical language, notation, diagrams and graphs</p>

## Mathematics

Task	Components	Outcomes	Weighting	Date
1	Calculus Quadratic Polynomials Locus Second Derivative	H1, H2, H3, H4, H5	15%	Term 4 Weeks 9-10
2	Half Yearly Exam All content areas to date	H4, H5, H6, H7, H8	25%	Term 1 Week 11
3	Integration Logarithms and exponential Applications of calculus	H2, H3, H5, H6, H7, H8	25%	Term 2 Week 6
4	Trial HSC All content areas to date	H1, H2, H3, H4, H5, H6, H7, H8, H9	35%	Term 3 Weeks 1 – 3

### Notes:

**Component A** should reflect the students understanding and skills in each of the content areas listed.

**Component B** represents a measure of the students understanding in: comprehension of situations; analysis of situations; reasoning in the construction of solutions and communication of solutions and results.

**There may be some need to adjust specific outcomes addressed for each task.  
Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.  
Students are asked to carefully examine the Notice of Assessment for each task.**

## Mathematics General

Objectives	HSC Course Outcomes
<p><b><i>Students will develop:</i></b></p> <p>appreciation of the relevance of mathematics</p> <p>the ability to apply mathematical skills and techniques to interpret practical situations</p> <p>skills, knowledge and understanding in algebraic modeling</p> <p>skills, knowledge and understanding in measurement</p> <p>skills, knowledge and understanding in financial mathematics</p> <p>skills, knowledge and understanding in data analysis</p> <p>skills, knowledge and understanding in probability</p> <p>the ability to communicate mathematics in written and/or verbal form</p>	<p><b><i>A student:</i></b></p> <p>H1 appreciates the importance of mathematics in her/his own life and its usefulness in contributing to society</p> <p>H2 integrates mathematical knowledge and skills from different content areas and exploring new situations</p> <p>H3 develops and tests a general mathematical relationship from observed patterns</p> <p>H4 analysis representations of data in order to make inferences, predictions and conclusions</p> <p>H5 makes predictions about the behaviour of situations based on simple models</p> <p>H6 analyses two-dimensional and three-dimensional models to solve practical and mathematical problems</p> <p>H7 interprets the results of measurement and calculations and makes judgements about reasonableness</p> <p>H8 makes informed decisions about financial situations</p> <p>H9 develops and carries out statistical processes to answer questions which she/he and others have posed</p> <p>H10 solves problems involving uncertainty using basic principles of probability</p> <p>H11 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating his/her position clearly to others</p>

## Mathematics General

Task	Components	Outcomes	Weighting	Date
1	Probability Data Analysis Algebraic Modeling	P2 – 4, P 7 – 11 H2, H5, H8, H11	15%	Term 4 Weeks 9-10
2	Half Yearly Exam All content areas to date	H5, H6, H7, H8, H9, H10, H11	25%	Term 1 Week 11
3	Data Analysis Algebraic Modeling Measurement Financial Mathematics	H2, H3, H4, H5, H7, H8, H9, H10, H11	25%	Term 2 Week 6
4	Trial HSC All content areas to date	H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	35%	Term 3 Weeks 1 – 3

**There may be some need to adjust specific outcomes addressed for each task.  
Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.  
Students are asked to carefully examine the Notice of Assessment for each task.**

## Mathematics Extension 1

Objectives	HSC Course Outcomes
<b><i>Students will develop:</i></b>	<b><i>A student:</i></b>
Appreciation of the scope, usefulness, beauty and elegance of mathematics	HE1 appreciates interrelationships between ideas drawn from different areas of mathematics
The ability to reason in a broad range of mathematical contexts	HE2 uses inductive reasoning in the construction of proofs
Skills in applying mathematical techniques to the solution of practical problems	HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
Understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions	HE4 uses the relationship between functions, inverse functions and their derivatives HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement HE6 determines integrals by reduction to a standard form through a given substitution
The ability to interpret and communicate mathematics in a variety of forms	HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form

## Mathematics Extension 1

Task	Components	Outcomes	Weighting	Date
1	Locus and the Parabola Sequences and Series Mathematical Induction	HE1, HE2, HE3	15%	Term 4 Week 8
2	Half Yearly Exam All content areas to date	HE1, HE2, HE3, HE4, HE5, HE6, HE7	25%	Term 1 Week 11
3	Logarithms and exponentials Integration	HE4, HE5, HE6, HE7	25%	Term 2 Week 7
4	Trial HSC All content areas to date	HE1, HE2, HE3, HE4, HE5, HE6, HE7	35%	Term 3 Weeks 1 – 3

### Notes:

The final HSC mark will be halved to mark out of 50 for students in Mathematics Extension 1. This is due to the course being a 1 Unit subject.

Students studying Extension 2 Mathematics will receive a mark out of 100. This is as prescribed by the Board of Studies.

**Component A** should reflect the students understanding and skills in each of the content areas listed.

**Component B** represents a measure of the students understanding in: comprehension of situations; analysis of situations; reasoning in the construction of solutions and communication of solutions and results.

**There may be some need to adjust specific outcomes addressed for each task.**

**Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.**

**Students are asked to carefully examine the Notice of Assessment for each task.**

## Mathematics Extension 2

Objectives	HSC Course Outcomes
<p><b>Students will develop:</b> Appreciation of the scope, usefulness, beauty and elegance of mathematics</p>	<p><b>A student:</b> E1 appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems</p>
<p>The ability to reason in a broad range of mathematical contexts</p>	<p>E2 chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings</p>
<p>Skills in applying mathematical techniques to the solution of practical problems</p>	<p>E3 uses the relationship between algebraic and geometric representations of complex numbers and conic sections E4 uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials. E5 uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion</p>
<p>Understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions.</p>	<p>E6 combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions E7 uses the techniques of slicing and cylindrical shells to determine volumes E8 applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems.</p>
<p>The ability to interpret and communicate mathematics in a variety of forms</p>	<p>E9 communicates abstract ideas and relationships using appropriate notation and logical argument</p>

## Mathematics Extension 2

Task	Components	Outcomes	Weighting	Date
1	Graphs Complex Numbers	E2, E3, E6, E9	15%	Term 4 Weeks 9-10
2	Half Yearly Exam All content areas to date	E2, E3, E4, E6, E8, E9	25%	Term 1 Week 11
3	Polynomials Conics Integration	E4, E6, E7, E8, E9	20%	Term 2 Week 6
4	Trial HSC All content areas to date	E1, E2, E3, E4, E5, E6, E7, E8, E9	40%	Term 3 Weeks 1- 3

### Notes:

**Component A** should reflect the students understanding and skills in each of the content areas

**Component B** represents a measure of the students understanding in: comprehension of situations; analysis of situations; reasoning in the construction of solutions and communication of solutions and results.

**There may be some need to adjust specific outcomes addressed for each task.**

**Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task.**

**Students are asked to carefully examine the Notice of Assessment for each task.**

## Modern History

Objectives	Outcomes
1. Key features, issues, individuals and events from the eighteenth century to the present	H1.1 describes the role of key features, issues, individuals, groups and events of selected twentieth-century studies H1.2 analyses and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
2. Change and continuity over time	H2.1 explains forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
3. The process of historical inquiry	H3.1 asks relevant historical questions H3.2 locates, selects and organises relevant information from different types of sources H3.3 analyses and evaluates sources for their usefulness and reliability H3.4 explains and evaluates differing perspectives and interpretations of the past H3.5 plans and presents the findings of historical investigations, analysing and synthesising information from different types of sources
4. Communicating an understanding of history	H4.1 uses historical terms and concepts appropriately H4.2 communicates a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

## Modern History

Task	Course Component	Weighting	Outcomes	Task	Date
1	Core Study World War I 1914-19: A Source-based study	25%	H3.3, H3.4	Source analysis	Term 4 Weeks 9-10
2	Personality in the Twentieth Century Leon Trotsky	20%	H3.1, H3.2, H3.5	Interviews based on research	Term 1 Week 11
3	National Study Russia and the Soviet Union 1917-1941	25%	H2.1, H4.2	Extended Response	Term 2 Week 2
4	Core Study Personality in the Twentieth Century National Study International Studies in Peace and Conflict: The Cold War 1945-1991	30%	H1.1, H1.2, H4.1	Trial Exam	Term 3 Weeks 1-3

## Music Course 1

Objectives	HSC Course Outcomes
<b>Students will develop:</b>	<p><b><i>Through activities in performance, composition, musicology and aural, a student:</i></b></p> <p>H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble</p> <p>H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied</p> <p>H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied</p> <p>H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles</p> <p>H5 critically evaluates and discusses performances and compositions</p> <p>H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening</p> <p>H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied</p> <p>H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music</p> <p>H9 performs as a means of self-expression and communication</p> <p>H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p>H11 demonstrates a willingness to accept and use constructive criticism</p>

## Music Course 1

Task	Course Component	Weighting	Outcomes	Task	Date
1	Core Composition	10%	H3, H7, H10, H5	Compose a melody and accompaniment based on the topic – An Instrument & Its Repertoire. You must be involved in the performance of your work.	Term 4 Weeks 9-10
2	Elective	20%	H11	Performance/Composition/Musicology. Either present a performance item with discussion on style interpretation OR a composition portfolio OR a musicology portfolio.	Term 1 Week 8
3	Core Performance and Aural Musicology	30%	H1,H2, H4, H10, H5, H6	Present a performance item representing your individual topic. Submit a detailed analysis of two works, including your performance item.	Term 2 Week 7
4	Trial Exam Aural Core Performance Electives	40%	H4, H6, H1, H2, H3, H9, H8	Written responses to listening focusing on concepts. Present three elective options. Each elective must represent a different topic studied. Present one core performance.	Term 3 Weeks 1 - 3

## Music Course 2

Objectives	Outcomes
<p><b><i>Students will develop:</i></b></p>	<p><b><i>Through activities in performance, composition, musicology and aural, a student:</i></b></p> <p>H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble</p> <p>H2 demonstrates an understanding of the relationships between combinations of the concepts of music, be interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics</p> <p>H3 composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures</p> <p>H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</p> <p>H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations.</p> <p>H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context</p> <p>H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics</p> <p>H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied</p> <p>H9 identifies, recognises, experiments with and discusses the uses and effects of technology in music</p>

## Music Course 2

Task	Course Component	Weighting	Outcomes	Task	Date
1	Aural / Musicology Core	20%	H7, H11, H5	Submit an essay of 1000 words on an aspect of the Mandatory topic with a portfolio of supporting resources.	Term 4 Weeks 9-10
2	Performance Core and Sight Singing	20%	H1, H2, H5	Performance- Present one work representing the mandatory topic Sight-sing an unprepared 8 bar melody	Term 1 Week 11
3	Composition Core	20%	H2, H3, H4	Submit an original composition (recording and second draft of score) with a supporting process journal/ portfolio	Term 2 Week 9
4	Trial Exams  Elective Presentation Aural/ Musicology Core (20%)	40%	H1, H2, H5, H7	Written exam based on the mandatory and additional topics Present your elective option: <i>Performance:</i> Two solo/ensemble works, one of which MUST represent your additional topic. <i>Musicology:</i> Present a second draft essay of 1500 words with a supporting portfolio based on your additional topic or a comparison of works representing the Mandatory and your additional topic. <i>Composition:</i> Present a second draft score and recording with a supporting process journal of a 3 minute work based on your additional topic.	Term 3 Weeks 1 - 3

## Music Extension

Objectives	HSC Course Outcomes
Performance	<p><i>Through performance and related activities, a student:</i></p> <ol style="list-style-type: none"> <li>1 performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member</li> <li>2 leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others</li> <li>3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed</li> <li>4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed</li> <li>5 presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction</li> <li>6 critically analyses the use of music concepts to present stylistic interpretation of music performed</li> </ol>
Composition	<p><i>Through composition and related activities, a student:</i></p> <ol style="list-style-type: none"> <li>1 composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style</li> <li>2 leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others</li> <li>3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style</li> <li>4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed</li> <li>5 presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition</li> <li>6 critically analyses the use of musical concepts to present a personal compositional style</li> </ol>
Musicology	<p><i>Through musicology and related activities, a student:</i></p> <ol style="list-style-type: none"> <li>1 presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources</li> <li>2 leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others</li> <li>3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of hypothesis and argument in the chosen area of research</li> <li>4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing</li> <li>5 present, discusses and evaluates the problem-solving process and the development of realisation of a research project</li> <li>6 critically analyses the use of the musical concepts to articulate their relationship to the style of music analysed</li> </ol>

## Music Extension

Task	Course Component	Weighting (/50)	Outcomes	Task	Date
1	Elective	25	P1, P2, P4 C2, C3, C4, C4 M2, M3, M5	Present ONE of the following: <i>Performance:</i> Present an ensemble item showing an understanding of your role within the ensemble and clear ensemble direction <i>Composition:</i> Vive voce on composition portfolio including the development of 2 contrasting works/movements. See criteria for composition portfolio <i>Musicology:</i> Vive-voce on musicology portfolio including first draft of a 3000 word essay. See criteria for musicology portfolio.	Term 1 Week 11
2	Elective	25	P5, P3 C1 M1, M4	Present ONE of the following: <i>Performance:</i> Present two solo items with accompaniment. <i>Composition:</i> Submit composition portfolios including final drafts of scores and recordings <i>Musicology:</i> Submit a portfolio including the final draft of a 3000 word essay	Term 3 Weeks 1 - 3

## PD/H/PE

### Core 1 (Health Priorities in Australia)

Objectives	HSC Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• How are priority issues for Australia's health identified?</li> <li>• What are the priority issues for improving Australia's health?</li> <li>• What role do health care facilities and services play in achieving better health for Australians?</li> <li>• What actions are needed to address Australia's health priorities?</li> </ul>	<p>H1 describes the nature, and justifies the choice of Australia's health priorities</p> <p>H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 analyses the determinants of health and health inequities.</p> <p>H4 argues the case for the new public health approach based on the Ottawa Charter</p> <p>H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities</p> <p>H14 argues the benefits of health-promoting actions and choices that promote social justice</p> <p>H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all</p> <p>H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.</p>

### Core 2 (Factors Affecting Performance)

Objectives	HSC Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>• How does training affect performance?</li> <li>• How can psychology affect performance?</li> <li>• How can nutrition affect performance?</li> <li>• How does the acquisition of skill affect performance?</li> </ul>	<p>H7 explains the relationship between physiology and movement potential</p> <p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 explains how movement skill is acquired and appraised</p> <p>H10 designs and implements training plans to improve performance</p> <p>H11 designs psychological strategies and nutritional plans in response to individual performance needs</p> <p>H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.</p>

### PD/H/PE – Option 3 (Sports Medicine)

Objectives	HSC Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>● How are sports injuries classified and managed?</li> <li>● How does sports medicine address the demands of specific athletes?</li> <li>● What role do preventive actions play in enhancing the wellbeing of the athlete?</li> <li>● How is recovery from injury managed?</li> </ul>	<p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity</p> <p>H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.</p>

### PD/H/PE – Option 4 (Improving Performance)

Objectives	HSC Course Outcomes
<p>In this module, students investigate the following critical questions:</p> <ul style="list-style-type: none"> <li>● How do athletes train for improved performance?</li> <li>● What are the planning considerations for improving performance?</li> <li>● What ethical issues are related to improving performance?</li> </ul>	<p>H7 explains the relationship between physiology and movement potential</p> <p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 explains how movement skill is acquired and appraised</p> <p>H10 designs and implements training plans to improve performance</p> <p>H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.</p>

## PD/H/PE

Task	Course Component	Weighting	Outcomes	Task	Date
1	Core 2 – Factors Affecting Performance	20%	H7, H8, H9, H10, H11, H16, H17	Written Report (10%) & Oral Presentation (10%) – Core 2 Factors Affecting Performance	Term 4 Weeks 9-10
2	Half Yearly Core 2 – Factors Affecting Performance Option 4 – Improving Performance Core 1 – Health Priorities in Australia	25%	H1, H2, H7, H8, H9, H10, H11, H14, H15, H16, H17	Half Yearly Examination	Term 1 Week 11
3	Core 1 – Health Priorities in Australia	25%	H1, H2, H3, H4, H5, H14, H15, H16	Research task – National Health Priority Area	Term 2 Week 9
4	Trial Exam Core 1 – Health Priorities in Australia Core 2 – Factors Affecting Performance Option 3 – Sports Medicine Option 4 – Improving Performance	30%	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	Trial Examination	Term 3 Weeks 1-3

# Physics

Objectives	HSC Course Outcomes
<b><i>Students will develop knowledge and understanding of:</i></b>	<b><i>A student:</i></b>
1. the history of Physics	H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
2. the nature and practice of Physics	H2 analyses the ways in which models, theories and laws in Physics have been tested and validated
3. applications and uses of Physics	H3 assesses the impact of particular advances in Physics and the development of techniques
4. implications of Physics for society and the environment	H4 assesses the impacts and implications of Physics on society and their environment
5. current issues, research and developments in Physics	H5 identifies possible future directions of Physics research
<b><i>Students will develop knowledge and understanding of:</i></b>	<b><i>A student:</i></b>
6. kinematics and dynamics	H6 explains events in terms of Newton's Law of Conservation of Momentum and relativity
7. energy	H7 explains the effect of energy transfers and transformation
8. waves	H8 analyses wave interactions and explains the effects of those interactions
9. fields	H9 explains the effects of electric, magnetic and gravitational fields
10. matter	H10 describes the nature of electromagnetic radiation and matter in terms of the particles and forces involved
<b><i>Students will develop skills in:</i></b>	<b><i>A student:</i></b>
11. planning investigations	H11 justifies the appropriateness of a particular investigation plan
12. conducting investigations	H12 evaluates ways in which accuracy and reliability could be improved in investigations
13. communicating information and understanding	H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
14. developing scientific thinking and problem-solving techniques	H14 assesses the validity of conclusions drawn from gathered data and information
15. working individually and in teams	H15 explains why an investigation is best undertaken individually or be a team
<b><i>Students will develop positive values about and attitudes towards:</i></b>	<b><i>A student:</i></b>
16. themselves, others, learning as a lifelong process, physics and the environment	H16 justifies 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

## Physics

Task	Course Component	Weighting	Outcomes	Task	Date
1	Space	25%	H1, H2, H3, H4, H5, H6, H13,	Oral/Research (Communication and PFA)	Term 4 Weeks 9-10
2	Midcourse Exam	20%	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10. H11, H12, H13, H14	Written Test (K&U, P&C)	Term 1 Week 11
3	Ideas and Implementation	25%	H11., H12, H13, H14	Research/Practical (PFA, P & C and Communication)	Term 2 Week 7
4	Trial	30%	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	Written Test (K&U, P&C and PFA)	Term 3 Weeks 1-3

## Textiles and Design

Objectives	HSC Course Outcomes
<p><b><i>Students will develop:</i></b></p> <p>1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications</p>	<p><b><i>A student:</i></b></p> <p>H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project</p> <p>H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements</p> <p>H1.3 identifies the principles of colouration for specific end-uses</p>
<p>2. practical skills in design and manipulation of textiles through the use of appropriate technologies</p>	<p>H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences</p> <p>H2.2 demonstrates proficiency in the manufacture of a textile item/s</p> <p>H2.3 effectively manage the design and manufacture of a Major Textiles Project to completion</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>H3.1 explains the interrelationship between fabric, yarn and fibre properties</p> <p>H3.2 develops knowledge and awareness of emerging textile technologies</p>
<p>4. skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses.</p>	<p>H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses</p> <p>H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use</p>
<p>5. knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries</p>	<p>H5.1 investigates and describes aspects of marketing in the textile industry</p> <p>H5.2 analyses and discusses the impact of current issues on the Australian textiles industry</p>
<p>6. an appreciation of the significance of textiles in society</p>	<p>H6.1 Analyses the influence of historical, cultural and contemporary developments on textiles</p>

## Textiles and Design

Task	Course Component	Weighting	Outcomes	Task	Date
1	Major Design Textiles Project (10%)	10%	H1.1, H1.2 H2.1, H4.2	<b>Major Textile Project. Progressive Assessment – Interview 10%</b> Project Proposal and Design Inspiration 5% Practical organisation and Progress 5%	Term 4 Weeks 9-10
2	Properties and Performance of Textiles (20%)	20%	H3.1, H3.2 H4.1, H6.1 H5.2	<b>Properties and performance of textiles 20%</b> Written response based on innovation and emerging textiles technologies in class under examination conditions	Term 1 Week 7
3	Major Textiles Project (20%)	20%	H4.1, H4.2 H1.1, H1.2 H2.1, H2.2	<b>Major Textile Project. Progressive Assessment Interview 20%</b> Visual Design Development 5% Manufacturing specifications 5% Practical organisation and progress 10%	Term 1 Week 11
4	Design, Properties and Performance, ATCF AI (30%) Major Textiles Project (20%)	50%	H1.1, H1.2, H1.3 H2.1, H2.2, H2.3 H3.1, H3.2 H4.1, H4.2 H5.1, H5.2 H6.1	<b>Trial Exam 30%</b> Design Properties and Performance of Textiles ATCF AI <b>Major Textile Project. Final Assessment 20%</b> <b>MTP</b> Investigation, experimentation and evaluation 10% Practical and folio progress 10%	Term 3 Weeks 1 - 3  Term 3 Weeks 1 - 3

## Visual Arts

Objectives	HSC Course Outcomes
<p><b>ARTMAKING</b></p> <p><i>Students learn about:</i></p> <ul style="list-style-type: none"> <li>• how they may 'own' practice in artmaking, art criticism, and art history</li> <li>• how they may further relate concepts of the art world involving the agencies of artist, artwork, world, audience to their own artmaking</li> <li>• how they may develop their own informed points of view in increasingly independent ways using the frames</li> <li>• How they may further develop meaning and interest in their work.</li> </ul>	<p><i>A student:</i></p> <p>H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</p> <p>H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p>H3 demonstrates an understanding of the frames when working independently in the making of art</p> <p>H4 selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p>H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p>H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.</p>
<p><b>ART CRITICISM and ART HISTORY</b></p> <ul style="list-style-type: none"> <li>• students will develop knowledge, skills and understanding of how they may represent an informed point of view about the Visual Arts in their critical and historical accounts</li> <li>• to build on their understanding of Visual Arts through deeper and sustained investigations of practice, the conceptual framework (agencies in the art world) and frames, in increasingly independent ways.</li> </ul>	<p>H7 applies their understanding of practice in art criticism and art history</p> <p>H8 applies their understanding of the relationships among the artist, artwork, world and audience</p> <p>H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the Visual Arts.</p>

## Visual Arts

Task	Course Component	Weighting	Outcomes	Task	Date
1	Art Making	10%	H1, H2, H3, H4, H5	<b>Body of Work (BOW)</b> Students will be assessed on the physical and conceptual development of their BOW in a Viva Voce presentation and submission of BOW progress and Visual Arts Process Diary (VAPD)	Term 4 Weeks 9-10
2	Art Criticism and Art History	10%	H7, H8, H9, H10	<b>Gallery Hop</b> Students will be assessed on their submission of their Gallery Hop research and an in class essay based on the Gallery Hop and their knowledge of the art world	Term 1 Week 6
3	Art Making	15%	H1, H2, H3, H4, H5, H6	<b>Body of Work (BOW)</b> Students will be assessed on the physical and conceptual development of their BOW. Assessment will take the form of an interview and submission of BOW progress and VAPD	Term 2 Week 2
	Art Criticism and Art History	15%	H7, H8, H9, H10	<b>Examination</b> In class examination using modified HSC Exam format	Term 2 Week 4
4	Art Criticism and Art History	25%	H7, H8, H9, H10	<b>Trial Examination</b> Examination using modified HSC exam format	Term 3 Weeks 1 - 3
	Art Making	25%	H1, H2, H3, H4, H5, H6	<b>Trial Body of Work (BOW)</b> Final assessment on completed BOW as displayed in the Annual Visual Arts HSC Exhibition	Term 3 Week 6

**Newtown High School of the Performing Arts**  
Notice of Receipt of Assessment Policy  
**HIGHER SCHOOL CERTIFICATE**  
**YEAR 12 2016/17**  
**ASSESSMENT POLICY**

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

Dear Mr Gray

I have received the Higher School Certificate Assessment Policy, Higher School Certificate Course Requirements Booklet and the Calendar of Tasks.

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

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

I have sighted the Higher School Assessment Policy and the Calendar of Tasks.

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

**Please sign and return this page to:**  
**Mr A. Benson or Mr A. Lavrut (Year 12 Student Advisers)**  
**or Deputy Principal Mr P. Shields**