



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

**YEAR 12
2023/24**

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

Excellence, Creativity, Equity

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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

NESA and Malpractice:

<https://ace.nesa.nsw.edu.au/ace-9022>

<https://ace.nesa.nsw.edu.au/ace-9023>

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

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. If both agree then the student will be awarded a zero for the

task. Students may appeal any such decision using the appeals procedures existing within the school.

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

What are the responsibilities of the school?

An assessment schedule has been developed for each course within the guidelines provided by the NESAs 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.

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

In the case of:

1. **Absence due to Illness/Misadventure on the day of an in-school assessment task**
 - The student or family member is requested to contact the school to notify the relevant Head Teacher **on the morning the task is scheduled.**
 - Students must report to the relevant 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.

6.1 Late Submission of Tasks

- In line with NESAs policy to ensure fairness and equity across all courses, tasks are to be submitted, by 3.10 pm on the due date (unless otherwise specified in the assessment notification). Tasks submitted after this time will be deemed LATE and will incur a penalty.
- It is the school's expectation that students will also attend school on the day prior to an assessment task, except in the case of documented and/or notified illness or misadventure to the relevant Deputy Principal. Attendance prior to an assessment task will be monitored. A Medical Certificate is required from any student absent on the day prior to a scheduled assessment task.

7. Group performance Illness/Misadventure

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure form.
- This form needs to be returned to the relevant Head Teacher within two days. The Head Teacher will reschedule an alternative date for the performance.
- The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

NOTE:

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

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.

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



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.

<https://newtown-h.schools.nsw.gov.au/content/dam/doi/sws/schools/n/newtown-h/localcontent/forms/yr12illnessmisadventuregroup.pdf>



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:

Section A

List of students affected:

.....
.....

Course: Year:

Name of Group Performance: Weighting Date Due:

Class Teacher:

Outline reasons for this application for Illness/Misadventure:

.....
.....

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

Section B

To be completed by the Head Teacher

Head Teacher's Name: Course:

Faculty: Date:

Receipt date of Illness/Misadventure form:

Task submitted/completed Yes No Date of Rescheduled Task:

Comments:

.....
.....

HT Signature:

Section C

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.

<https://newtown-h.schools.nsw.gov.au/content/dam/doi/sws/schools/n/newtown-h/download-box/requestforextension.pdf>



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)*

| | | | | |
|--------------------------|-----------------------|----------------------|---------------------|---------------------|
| Examination | Performance | Assignment | Field Work | Portfolio |
| Research Activity | Practical Task | Speaking Task | Viewing Task | Written Task |

Other (please specify):

Section A

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

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

.....

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

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

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

Section B

Head Teacher's Comment:

.....

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

| | | |
|-----------------------------------|-------------------------------------|-----------|
| Form Issued on:/...../..... | Form Received on:/...../..... | By: |
|-----------------------------------|-------------------------------------|-----------|

Section C

| |
|---------------------------------------|
| Decision: |
| |
| Signed: Date:/...../..... |

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

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

Students studying an EVET course

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

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

Step One:

Check your School Assessment Calendar for any clashes

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



Step Two:

See Ms George immediately

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

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

Students studying a course with NSW School of Languages



Step One:

Check your School Assessment Calendar for any clashes

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



Step Two:

See Ms George immediately in order to organise rescheduling of the school-based task with the Deputy in Charge of the Year

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

Non-Completion of Preliminary/HSC Course

REQUIREMENTS PROCEDURE

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

NOTE:

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

NON-ATTEMPT or NON-GENUINE ATTEMPT OF TASKS:

When a student does not attempt a task:

- A ZERO mark will be awarded for the task
 - The task will be recorded as a non-attempt
 - Parents/guardians will be informed by letter
 - Copies of the letter will be submitted to the Principal, Deputy Principal, and Year Adviser.
2. The **first** official warning letter is issued indicating the area(s) of concern. The Head Teacher of the faculty interviews the student in danger of not satisfactorily completing a course. The Head teacher documents the interview and the record of interview is completed which outlines the Agreed Plan 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.

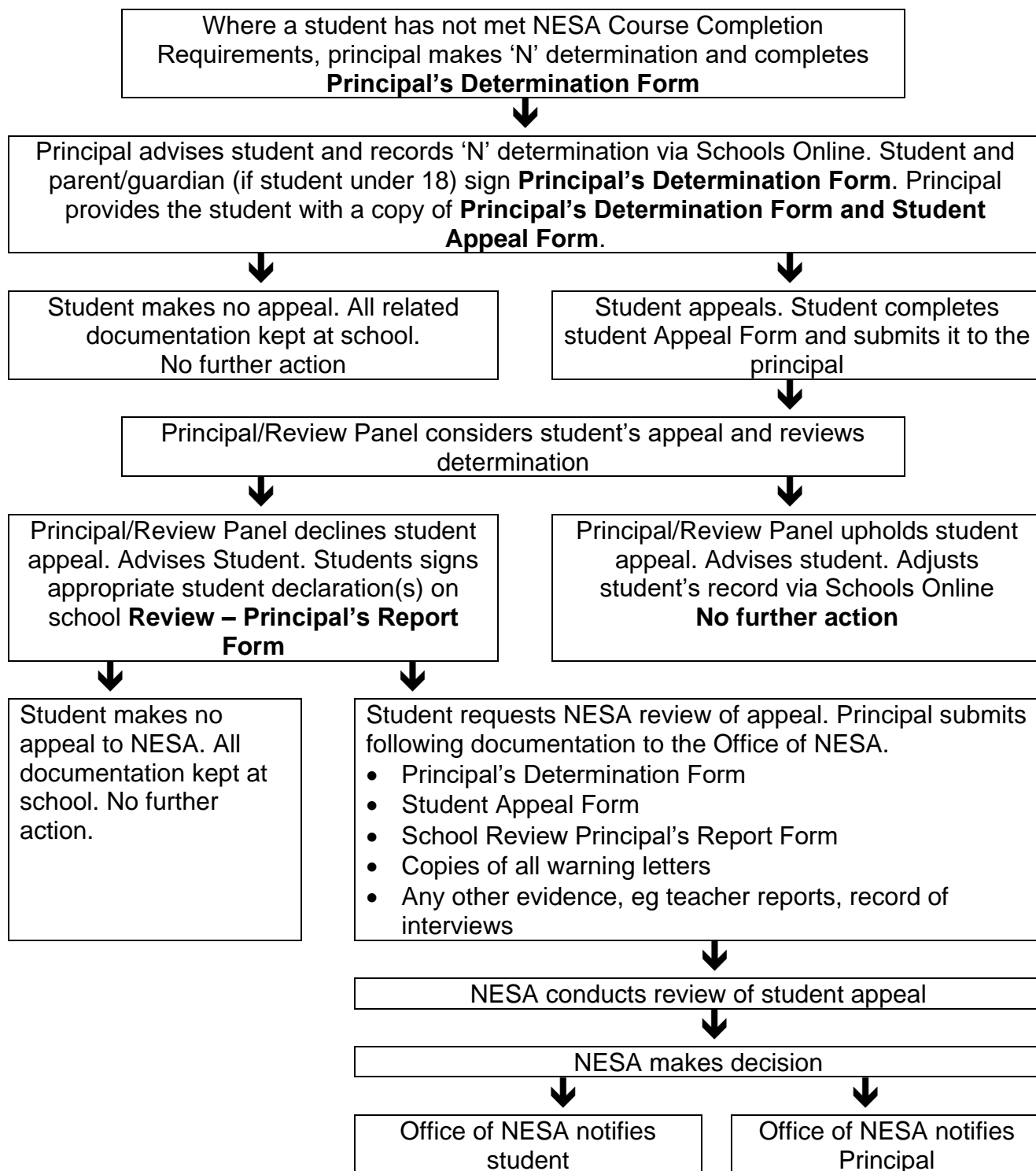
NB: Students who have received a minimum of two official warning letters in a single course and have not completed the requirements detailed on these letters are at risk of receiving an 'N' determination for that course.

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

<https://ace.nesa.nsw.edu.au/appeals/non-completion-n-determinations>
<https://ace.nesa.nsw.edu.au/ace-4019>

Please refer to the flow chart on the next page.

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



Ancient History

| Objectives | HSC Course Outcomes |
|--|--|
| <p>Knowledge and Understanding</p> <p><i>Students</i></p> <ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time | <p>AH12-1 Accounts for the nature of continuity and change in the ancient world</p> |
| | <p>AH12-2 Proposes arguments about the varying causes and effects of events and developments</p> |
| | <p>AH12-3 Evaluates the role of historical features, individuals and groups in shaping the past</p> |
| | <p>AH12-4 Analyses the different perspectives of individuals and groups in their historical context</p> |
| | <p>AH12-5 Assesses the significance of historical features, people, places, events and developments of the ancient world</p> |
| <p>Skills</p> <p><i>Students</i></p> <ul style="list-style-type: none"> undertake the process of historical inquiry use historical concepts and skills to examine the ancient past communicate an understanding of history, sources and evidence and historical interpretations. | <p>AH12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument</p> |
| | <p>AH12-7 Discusses and evaluates differing interpretations and representations of the past</p> |
| | <p>AH12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> |
| | <p>AH12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> |
| | <p>AH12-10 Analyses issues relating to the ownership, custodianship and conservation of the ancient past</p> |

Ancient History

| Task | Course Component | Weighting | Outcomes | Task | Date |
|-------------|--|------------------|------------------------|---|---------------------|
| 1 | Ancient Societies: Sparta | 25% | AH12-2, AH12-4 | In-class written task and source analysis | Term 4 Week 10 |
| 2 | Personalities in their Times: Near East: Xerxes | 25% | AH12-3, AH12-6 | Research based interview | Term 1 Week 11 |
| 3 | Historical Periods: The Greek World 500-440BC | 25% | AH12-1, AH12-9 | In-class essay | Term 2 Week 3 |
| 4 | All HSC topics: Sparta, Xerxes, Greek World & Cities of Vesuvius: Pompeii & Herculaneum | 25% | AH12-10, AH12-5 | Trial Exam | Term 3 Weeks 1-3 |

Biology

Course Structure

The Year 12 Biology course is organised into four modules. The modules consist of core content that is covered in 120 indicative hours. Practical experiences are an essential component of the course. Students will complete 35 indicative hours of practical/field work during Year 12, within the 120 indicative course hours, including 15 hours allocated to depth studies, integrating skill and knowledge outcomes. **Year 12 Course:** 120 indicative hours
The Year 12 course incorporates the study of:

- Module 5: Heredity (30 indicative hours)
- Module 6: Genetic Change (30 indicative hours)
- Module 7: Infectious Disease (30 indicative hours)
- Module 8: Non-Infectious Diseases and Disorders (30 indicative hours)

| Objectives | Outcomes |
|---|--|
| <i>Students will develop further skills in:</i> | <i>A student:</i> |
| questioning and predicting | 12-1 develops and evaluates questions and hypotheses for scientific investigation |
| planning investigations | 12-2 designs and evaluates investigations in order to obtain primary and secondary data and information |
| conducting investigations | 12-3 conducts investigations to collect valid and reliable primary and secondary data and information |
| processing data and information | 12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| analysing data and information | 12-5 analyses and evaluates primary and secondary data and information |
| problem solving | 12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| communicating | 12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| <i>Students will develop knowledge and understanding of:</i> | <i>A student:</i> |
| the mechanisms of inheritance and genetic change | 12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species |
| | 12-13 explains natural genetic change and the use of genetic technologies to induce genetic change |
| the causes and management of infectious and non-infectious diseases | 12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system |
| | 12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease |

Biology

| Task | Course Component | Weighting | Outcomes | Task | Date |
|------|---|-----------|---|--|---------------------|
| 1 | Modules 5 & 8: Heredity and Non-Infectious Disease and Disorders | 15% | 12-4, 12-5, 12-6, 12-7, 12-12, 12-15 | Data Processing, Analysing and Problem-Solving Task Working Scientifically 10%, Knowledge & Understanding 5% | Term 1 Week 3 |
| 2 | Modules 5, 6 & 8: Heredity, Genetic Change and Non-Infectious Disease and Disorders | 25% | 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-15 | Data Processing, Analysing and Problem-Solving Task Working Scientifically 15%, Knowledge & Understanding 10% | Term 1 Week 11 |
| 3 | Modules 5, 6 & 8 Genetic Change, Heredity and Non-Infectious Disease and Disorders | 30% | 12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-12, 12-13, 12-15 | Depth Study Working Scientifically 25%, Knowledge & Understanding 5% | Term 2 Week 5 |
| 4 | Modules 5, 6, 7, 8 Heredity Genetic Change Infectious Disease Non-Infectious Disease and Disorders | 30% | 12-2, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15 | Trial Examination Working Scientifically 10%, Knowledge & Understanding 20% | Term 3 Weeks 1-3 |

Business Studies

| Objectives | Outcomes |
|---|--|
| <p><i>Students develop knowledge and understanding about:</i></p> <ul style="list-style-type: none"> • The nature, role and structure of business | <p><i>The student:</i></p> <p>H1 critically analyses the role of business in Australia and globally</p> |
| <ul style="list-style-type: none"> • Internal and external influences on business | <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"> • The functions and processes of business activity | <p>H4 analyses business functions and processes in large and global businesses</p> |
| <ul style="list-style-type: none"> • Management strategies and their effectiveness | <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><i>The student develops skills to:</i></p> <ul style="list-style-type: none"> • investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations • communicate business information and issues using appropriate formats • apply mathematical concepts appropriate to business situations | <p><i>The student:</i></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 | Operations | 25% | H4, H7, H9 | In-class prepared essay based on a case study | Term 4 Week 8 |
| 2 | Finance | 25% | H6, H10 | Stimulus based Financial Statement Analysis | Term 1 Week 11 |
| 3 | Marketing and Operations | 25% | H2, H3, H8 | In-class Business Report | Term 2 Week 7 |
| 4 | All HSC Topics (Operations, Marketing, Finance, Human Resources) | 25% | H1, H5, H9, H10 | Trial Exam | Term 3 Weeks 1-3 |

Chemistry

Course Structure

The Year 12 Chemistry course is organised into a number of modules. The modules consist of core content that would be covered in 120 indicative hours. Practical experiences are an essential component of the Year 12 course. Students will complete 35 indicative hours of practical/field work during the Year 12 course within the 120 indicative course hours, including 15 hours allocated to depth studies integrating skill and knowledge outcomes.

Year 12 Course: 120 indicative hours

The Year 12 course incorporates the study of:

- Module 5: Equilibrium and Acid Reactions (30 indicative hours)
- Module 6: Acid/Base Reactions (30 indicative hours)
- Module 7: Organic Chemistry (30 indicative hours)
- Module 8: Applying Chemical Ideas (30 indicative hours)
-

| Objectives | Outcomes |
|--|--|
| <i>Students will develop further skills in:</i> | <i>A student:</i> |
| questioning and predicting | 12-1 develops and evaluates questions and hypotheses for scientific investigation |
| planning investigations | 12-2 designs and evaluates investigations in order to obtain primary and secondary data and information |
| conducting investigations | 12-3 conducts investigations to collect valid and reliable primary and secondary data and information |
| processing data and information | 12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| analysing data and information | 12-5 analyses and evaluates primary and secondary data and information |
| problem solving | 12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| communicating | 12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| <i>Students will develop knowledge and understanding of:</i> | <i>A student:</i> |
| quantitative and qualitative changes in chemical systems | 12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems |
| | 12-13 describes, explains and quantitatively analyses acids and bases using contemporary models |
| fundamentals and applications of organic chemistry and chemical analysis | 12-14 analyses the structure of, and predicts reactions involving, carbon compounds |
| | 12-15 describes and evaluates chemical systems used to design and analyse chemical processes |

Chemistry

| Task | Course Component | Weighting | Outcomes | Task | Date |
|------|---|-----------|---|--|-----------------------|
| 1 | Modules 5 and 6: Equilibrium and Acid Reactions Acid/Base Reactions | 20% | 12-2, 12-3, 12-4, 12-5, 12-7, 12-12 | Written task (WS 10%, K&U 10%) | Term 4 Week 10 |
| 2 | Modules 5 and 6: Equilibrium and Acid Reactions Acid/Base Reactions | 20% | 12-4, 12-5, 12-6, 12-7, 12-12, 12-13, | Practical Task (WS 15%, K&U 5%) | Term 1 Week 11 |
| 3 | All Modules: Equilibrium and Acid Reactions Acid/Base Reactions Organic Chemistry Applying Chemical Ideas | 25% | 12-1, 12-7 and at least two of 12-2, 12-3, 12-4, 12-5, 12-6 one of 12-12, 12-13, 12-14 or 12-15 | Depth Study (WS 20%, K&U 5%) | Term 2 Week 8 |
| 4 | All Modules: Equilibrium and Acid Reactions Acid/Base Reactions Organic Chemistry Applying Chemical Ideas | 35% | 12-2, 12-4, 12-5, 12-12, 12-13, 12-14, 12-15 | Trial Examination (WS 15%, K&U 20%) | Term 3 Weeks 1 - 3 |

Classical Ballet

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

Classical Ballet

| Task | Component | Weighting | Outcomes | Task | Date |
|------|--|-----------|---|---|-----------------------|
| 1 | Composition (core) | 20% | <ul style="list-style-type: none"> explores the vocabulary of steps in the Classical Ballet technique as the basis for communication of ideas and feelings through Classical Ballet composition. demonstrates the use of compositional/choreographic principles in the Classical Ballet style. | Perform the choreographed group or solo work & deconstruction of composition 20% | Term 4 Week 7 |
| 2 | Appreciation & Technique (core) | 30% | <ul style="list-style-type: none"> demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgments about Classical Ballet. recognises, understands and appreciates the artistic and cultural context of Classical Ballet. develops skills in Classical Ballet through technique, style, composition and appreciation. | Swan Lake task analysis of the set work 10% performance of solo 10% Practical examination class 10% | Term 1 Week 11 |
| 3 | Performance (major study) & Technique (core) | 10% | <ul style="list-style-type: none"> demonstrates an understanding of the Classical Ballet technique and performance quality through the performance of Classical Ballet dances. demonstrates an understanding of musicality in Classical Ballet performance. | Performance of Bourne solo 10% | Term 2 Week 8 |
| 4 | HSC | 40% | <ul style="list-style-type: none"> All outcomes | Classical Ballet Class 10% Performance of repertoire 20% Appreciation 10% | Term 3 Weeks 1 - 3 |

Dance

| Objectives | HSC Course Outcomes |
|---|--|
| <p><i>Students will develop knowledge and understanding, skills, values and attitudes about:</i></p> <p>Dance as an art form</p> | <p><i>A student:</i></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> |
| <p>Dance performance</p> | <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> |
| <p>Dance composition</p> | <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> |
| <p>Dance appreciation</p> | <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 | 15% | <p>H4.2 recognises, analyses and evaluates the 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> | Research and analyse the HSC set works and prescribed choreographers 15%. | Term 4 Week 10 |
| 2 | Core Performance | 15% | <p>H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.</p> | Core Performance & performance video 15% | Term 1 Week 4 |
| 3 | Core Composition | 15% | <p>H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent</p> | Core Composition & composition journal 15% | Term 1 Week 11 |
| 3 | Major Study Performance | 25% | <p>H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent</p> <p>H2.1 understands performance quality, interpretation and style relating to dance performance</p> | Major Study Performance. 15% Submit Analysis 10% | Term 2 Week 6 |
| 4 | Trial | 30% | All outcomes | Core Performance Core Composition Core Appreciation Major Study | Term 3 Weeks 1-3 |

Design & Technology

| Objectives | HSC Course Outcomes |
|--|---|
| <i>Students will develop:</i> | <i>The student:</i> |
| 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 evaluations the impact of design and innovation on society and the environment |
| 3. creativity 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 | Designing and Producing | 20% | H1.1, H3.2, H4.1, H5.1, H5.2 | Major Design Progress Assessment Project Assessment 1 20% Proposal and Management | Term 4 Week 10 |
| 2 | Innovation and Emerging Technologies | 20% | H2.1, H2.2, H3.1, H5.2, H6.2 | Innovative Case Study 20% Written response | Term 1 Week 6 |
| 3 | Designing and Producing | 30% | H1.1, H1.2, H3.2, H4.2, H4.3, H5.1, H5.2, H6.1 | Major Design Progress Assessment Project Assessment 2 30% Project Development and Realisation | Term 2 Week 9 |
| 4 | Innovation and Emerging Technologies | 30% | H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 | Trial HSC 30% | Term 3 Weeks 1-3 |

Drama

| Objectives | HSC Course Outcomes |
|---|---|
| <p>MAKING Through Drama, students will develop knowledge and understanding about and skills in:</p> <p>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><i>The student:</i></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><i>and values and attitudes* about:</i></p> <p>the collaborative nature of drama and theatre</p> | <p>H1.8 recognises 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>PERFORMING Through Drama, students will develop knowledge and understanding about and skills in:</p> <p>using the elements of drama and theatre in performance</p> <p>performing in improvised and play-built theatre and scripted drama</p> | <p><i>The student:</i></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><i>and values and attitudes* about:</i></p> <p>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> |

Drama

| Objectives | HSC Course Outcomes |
|---|--|
| <p>CRITICALLY STUDYING Through drama, students will develop knowledge and understanding about and skills in:</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>The Student:</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> |

*Note: While *values and attitudes* outcomes are included in this syllabus they are not to be assessed in the HSC assessment program.

| Component | Weighting | Making | Performing | Critically Studying |
|-------------------------------|-------------|-----------|------------|---------------------|
| Australian Drama & Theatre | 20% | 10 | 0 | 10 |
| Studies in Drama & Theatre | 20% | 10 | 0 | 10 |
| Group Project & log/ IP & Log | 30% | 10 | 20 | 0 |
| Trial Examination | 30% | 10 | 10 | 10 |
| TOTAL | 100% | 40 | 30 | 30 |

Drama

| Task | Course Component | Weighting | Outcomes | Task | Date |
|-------------|--|------------------|---|---|---------------------|
| 1 | Studies in Drama and Theatre | 20% | H1.1, H1.2, H1.7 H3.1, H3.2, H3.3 | Workshop and Essay | Term 4 Week 10 |
| 2 | Australian Drama and Theatre. | 20% | H1.1, H1.2, H1.7 H3.1, H3.2, H3.3 | Workshop and Essay | Term 1 Week 11 |
| 3 | Group Performance and Individual Performance | 30% | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7 H2.1, H2.2, H2.3 | Group Performance and log Individual Performance Submission and log | Term 2 Weeks 7-8 |
| 4 | Individual Project/Group Project Australian Drama & Theatre Studies in Drama & Theatre | 30% | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3 | Group Performance Individual Project Performance and submission Written examination | Term 3 Weeks 1-3 |

Economics

| Objectives | Outcomes |
|---|--|
| <p><i>Students will develop knowledge and understanding about:</i></p> <ul style="list-style-type: none"> the economic behaviour of individuals, firms, institutions and governments the function and operation of markets the operation and management of economies contemporary economic problems and issues facing individuals, firms and governments <p><i>Students develop skills to</i></p> <ul style="list-style-type: none"> investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources communicate economic information, ideas and issues in appropriate forms | <p><i>A student:</i></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, H9, H10 | Research based interviews | Term 4 Week 10 |
| 2 | Australia's Place in the Global Economy | 25% | H1, H2, H4, H11 | In class stimulus based multiple choice and short response questions | Term 1 Week 11 |
| 3 | Economic Issues Economic Policies and Management | 25% | H7, H8, H12 | In class researched essay | Term 2 Week 9 |
| 4 | All HSC Topics | 25% | H5, H6, H7 | Trial HSC Exam | Term 3 Weeks 1-3 |

English Advanced

| Details of Task including date and weighting | | Outcomes |
|--|--|-------------------------------|
| Task 1: | Term 4 2023, Week 9 on 7/12/23 (25%) Common Module: Texts and Human Experiences This task will require students to prepare and submit a Multimodal Presentation. | EA12-1, EA12-5, EA12-7 |
| Task 2: | Term 1 2024, Week 5 (25%) Module C: The Craft of Writing In this task students will compose and hand in either a creative piece or an analytical piece and a written reflection. | EA12-2, EA12-4, EA12-9 |
| Task 3: | Term 2 2024, Week 1 (20%) Module A: Textual Conversations In this task, students will compose and hand in an essay. | EA12-5, EA12-6, EA12-8 |
| Task 4: | Term 3 2024, Weeks 1-3 (30%) Trial HSC All aspects of the course will be assessed in these two exam papers. | EA12-1, EA12-3, EA12-5 |

All tasks equally assess the components of knowledge / understanding (50%) and skills (50%)

Outcomes:

| | |
|---------------|---|
| EA12-1 | Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EA12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EA12-3 | Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning |
| EA12-4 | Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts |
| EA12-5 | Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesize complex information, ideas and arguments |
| EA12-6 | Investigates and evaluates the relationships between texts |
| EA12-7 | Evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued |
| EA12-8 | Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning |
| EA12-9 | Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner |

English Standard

| Details of Task including date and weighting | | Outcomes |
|--|--|-------------------------------|
| Task 1: | Term 4 2023, Week 9 on 7/12/23 (25%) Common Module: Texts and Human Experiences This task will require students to prepare and submit a Multimodal Presentation. | EN12-1, EN12-6, EN12-7 |
| Task 2: | Term 1 2024, Week 5 (25%) Module C: The Craft of Writing In this task students will compose and hand in either a creative piece or an analytical piece and a written reflection. | EN12-2, EN12-4, EN12-9 |
| Task 3: | Term 2 2024, Week 1 (20%) Module A: Language, Identity and Culture In this task, students will compose and hand in an essay. | EN12-5, EN12-6, EN12-8 |
| Task 4: | Term 3 2024, Weeks 1-3 (30%) Trial HSC All aspects of the course will be assessed in these two exam papers. | EN12-1, EN12-3, EN12-5 |

All tasks equally assess the components of knowledge / understanding (50%) and skills (50%)

Outcomes:

| | |
|---------------|---|
| EN12-1 | Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN12-2 | Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EN12-3 | Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning |
| EN12-4 | Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts |
| EN12-5 | Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN12-6 | Investigates and explains the relationships between texts |
| EN12-7 | Explains and evaluates the diverse ways texts can represent personal and public worlds |
| EN12-8 | Explains and assesses cultural assumptions in texts and their effects on meaning |
| EN12-9 | Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |

English Studies

| Details of Task including date and weighting | | Outcomes |
|--|---|---------------------------------------|
| Task 1: | Term 4 2023, Week 9 on 7/12/23 (25%) Common Module: Texts and Human Experiences This task will require students to prepare and submit a multimodal presentation. | ES12-1, ES12-5, ES12-7 |
| Task 2: | Term 1 2024, Week 5 (25%) Module N: The Way we Were This task will require students to prepare and submit a piece of imaginative writing and a reflection. | ES12-2, ES12-4, ES12-10 |
| Task 3: | Term 2 2024, Week 6 (30%) Module B: Telling us all About it AND Module K: The Big Screen In this task, students will submit a portfolio of work completed throughout all modules studied in the HSC English Studies course. | ES12-5, ES12-6, ES12-8 |
| Task 4: | Term 3 2024, Weeks 1-3 (20%) Trial HSC All aspects of the course will be assessed in an exam paper. | ES12-1, ES12-3, ES12-5, ES12-9 |

All tasks equally assess the components of knowledge / understanding (50%) and skills (50%)

Outcomes:

| | |
|----------------|---|
| ES12-1 | comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes |
| ES12-2 | identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts |
| ES12-3 | accesses, comprehends and uses information to communicate in a variety of ways |
| ES12-4 | composes proficient texts in different forms |
| ES12-5 | develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences |
| ES12-6 | uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes |
| ES12-7 | represents own ideas in critical, interpretive and imaginative texts |
| ES12-8 | understands and explains the relationships between texts |
| ES12-9 | identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences |
| ES12-10 | monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner |

English Extension 1

| Details of Task including date | | Outcomes |
|--------------------------------|---|--|
| Task 1: | Term 4 2023, Week 10 (30%) Common Module: Literary Worlds This task will require students to prepare and submit a Multimodal Presentation. | EE12-1 EE12-2 |
| Task 2: | Term 2 2024, Week 4 (40%) Elective: Worlds of Upheaval In this task, students will compose a creative response with a reflection. | EE12-3 EE12-5 |
| Task 3: | Term 3 2024, Weeks 1-3 (30%) Trial HSC All aspects of this course will be assessed in this exam paper. | EE12-1 EE12-2 EE12-3 EE12-4 |

All tasks equally assess the components of knowledge / understanding (50%) and skills (50%)

Outcomes:

| | |
|---------------|---|
| EE12-1 | Demonstrates and applies insightful understanding of the dynamic, often subtle relationship between text, audience, purpose and context, across a range of modes, media and technologies |
| EE12-2 | Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes and audiences and contexts |
| EE12-3 | Independently investigates, interprets and synthesizes critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts |
| EE12-4 | Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives are reflected in texts |
| EE12-5 | Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative process |

English Extension 2

| Details of task including date | Outcomes |
|---|--|
| Task 1: Term 4 2023, Week 7 (30%) This task will require students to submit a written proposal and complete a Viva Voce. | EEX12-1 EEX12-4 EEX12-5 |
| Task 2: Term 1 2024, Week 11 (40%) This task is a literature review of the relevant material researched in the investigation process. | EEX12-1 EEX12-2 EEX12-3 EEX12-4 |
| Task 3: Term 2 2024, Week 9 (30%) This task is a written Critique of the Creative Process. | EEX12-2 EEX12-3 EEX12-5 |

All tasks equally assess the components of knowledge / understanding (50%) and skills (50%)

Outcomes:

| | |
|----------------|---|
| EEX12-1 | Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualization and execution of an extended composition using appropriate mode, medium and technology |
| EEX12-2 | Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context |
| EEX12-3 | Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts to shape new meaning in an original composition |
| EEX12-4 | Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea |
| EEX12-5 | Reflects on and evaluates the composition process and the effectiveness of their own published composition |

Vocational Education and Training (VET) Courses

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

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

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

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

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

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of HSC: All My Own Work apply to all Stage 6 VET courses, including early commencement in Stage 5.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment).

The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.



School Name: Newtown High School of the Performing Arts

Assessment Schedule Year 12 - 2025

| Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Task 2 Plan a career | Task 5 Work in the industry | Task 6 To project and serve | Task 7 Showtime | HSC Trial Exam 60% |
|--|---|-------------------------|--------------------------------|--------------------------------|--------------------|---|
| | | Week | Week 6 | Week 2 | Week 6 | Week 1 - 3 |
| | | Term | Term 4 | Term 2 2025 | Term 3 2025 | Term 3 2025 |
| Code | Unit of Competency | Date TBA | Date TBA | Date TBA | Date TBA | Date |
| CUAIND311 | Work effectively in the creative arts industry | | X | | | HSC Examinable units of competency |
| SITXCCS006 | Provide service to customers | | | X | | |
| CUASOU306 | Operate sound reinforcement systems | | | X | | |
| CUAVSS312 | Operate vision systems | | | X | | |
| CUASTA311 | Assist with production operations for live performances | | | | X | |
| CUASMT311 | Work effectively backstage during performances | | | | X | |
| CUAIND314 | Plan a career in the creative arts industry | Post WPL | | | | |

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

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using 40% Preliminary 60% HSC Trial.

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

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

Food Technology

| Objectives | HSC Course Outcomes |
|--|--|
| <p>Students will develop:</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>A student:</p> <p>H1.1 explains manufacturing processes and technologies used in the production of food products H1.2 examines the nature and extent of the Australian food industry H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations 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 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 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 | Food Manufacture/Australian Food Industry (AFI) Practical 5% Case Study 20% | Term 4 Week 8 |
| 2 | Research, Analysis and Communication (10%) Experimentation, Preparation and Evaluation (15%) | 25% | H1.3 H4.1 H4.2 | Food Product Development Presentation | Term 1 Week 11 |
| 3 | Design, Implementation and Evaluation (5%) Research, Analysis and Communication (15%) | 20% | H2.1 H3.2 H5.1 | Contemporary Food Issues: Nutrition Prepared extended written response under exam conditions | Term 2 Week 6 |
| 4 | Knowledge and Understanding (20%) Research, Analysis, and Communication (10%) | 30% | H1.1, H1.2, H1.3 H1.4, H2.1, H3.1, H3.2, H5.1 | Trial Exam | Term 3 Weeks 1-3 |

French Continuers

Course Structure

The Year 12 French Continuers course consists of core content to be covered in 120 indicative hours. There are three main focus themes for the organisation of content: the individual; the French-speaking communities; and the changing world, explored through a series of sub-topics. In the Year 12 course, students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

| Objectives | Outcomes |
|--|--|
| The student will: | The student: |
| 1. exchange information, opinions and experiences in French | 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience |
| 2. express ideas through the production of original texts in French | 2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information |
| 3. analyse, process and respond to texts that are in French | 3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context |
| 4. understand aspects of the language and culture of French-speaking communities | 4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture |

French Continuers

| Task | Course Component | Weighting | Outcomes | Task | Date |
|------|---|-----------|---|--|-----------------------|
| 1 | Speaking (5%), Listening & Responding (5%), Reading & Responding Part A (5%), Writing in French (5%) | 20% | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | Assessment of speaking, listening, reading and writing | Term 4 Week 10 |
| 2 | Speaking (10%), Reading & Responding Part B (5%), Writing in French (10%) | 25% | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | Assessment of speaking, reading and writing | Term 1 Week 11 |
| 3 | Listening & Responding (15%), Reading & Responding Part A (10%) | 25% | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | In-class assessment of listening and reading | Term 2 Week 6 |
| 4 | Speaking (5%), Listening & Responding (10%), Reading & Responding Parts A & B (10%), Writing in French (5%) | 30% | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | Trial Examination | Term 3 Weeks 1 - 3 |

Geography

| Objectives | Outcomes |
|--|---|
| <p>Students will develop:</p> <p>Knowledge and understanding about:</p> <ul style="list-style-type: none"> the characteristics and spatial distribution of environments the processes that form and transform the features and patterns of the environment the global and local forces which impact on people, ecosystems, urban places and economic activity the contribution of a geographical perspective <p>Skills to:</p> <ul style="list-style-type: none"> investigate geographically communicate geographically <p>and informed and responsible values and attitudes towards:</p> <ul style="list-style-type: none"> ecological sustainability a just society ethical research practices active and informed citizenship responsible, autonomous life-long learning | <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 analyses the changing spatial and ecological dimensions of an economic activity</p> <p>H5 evaluates environmental management strategies in terms of ecological sustainability</p> <p>H6 evaluates the impacts of, and responses of people to environment change</p> <p>H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world</p> <p>H8 plans geographical inquires to analyse and synthesise information from a variety of sources</p> <p>H9 evaluates geographical information and sources for usefulness, validity and reliability</p> <p>H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p>H11 applies mathematical ideas and techniques to analyse geographical data</p> <p>H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p>H13 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% | H3, H11 | In-class response based on student research and skills knowledge | Term 4 Week 7 |
| 2 | Ecosystems at Risk Case Studies | 25% | H2, H6 | In-Class response based on student research | Term 1 Week 8 |
| 3 | Productive Economic Activity | 25% | H4, H12 | In-class Extended response | Term 2 Week 7 |
| 4 | All relevant HSC Topics | 25% | H1, H10, H13 | Trial Exam | Term 3 Weeks 1-3 |

History Extension

| Objectives | Outcomes |
|--|---|
| <p>Knowledge and Understanding'</p> <p>Students</p> <ul style="list-style-type: none"> Develop knowledge and understanding about significant historiographical ideas and methodologies | <p>A student:</p> <p>HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</p> |
| <p>Skills</p> <p>Students</p> <ul style="list-style-type: none"> Design, undertake and evaluate historical inquiry Communicate their understanding of historiography and the results of historical inquiry | <p>A student:</p> <p>HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches</p> <p>HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues.</p> <p>HE12-4 Constructs a historical position about an area of historical inquiry and discusses and challenges other positions.</p> |

History Extension

| Task | Course Component | Weighting /50 | Outcomes | Task | Date |
|------|---------------------------|---------------|--|--|---------------------|
| 1 | History Extension Process | 15 | HE12-2 HE12-3 HE12-1 | (a) History Project Proposal: 600 words (b) History Project Log (c) History Project Annotated Source:600 words | Term 2 Week 7 |
| 2 | History Project (Essay) | 20 | HE12-1 HE12-2 HE12-3 HE12-4 | History Project Essay: 2,500 words | Term 2 Week 9 |
| 3 | Constructing History | 15 | HE12-1 HE12-3 | Trial Examination | Term 3 Weeks 1-3 |

Legal Studies

| Objectives | HSC Course Outcomes |
|--|--|
| <p>1 <i>A student develops knowledge and understanding about:</i> the nature and institutions of domestic and international law</p> | <p><i>A student:</i> 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 <i>A student develops skills in:</i> 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 | 25% | H1, H3 | In-class short responses based on research | Term 4 Week 6 |
| 2 | Family | 25% | H5, H6 | In-Class essay | Term 1 Week 6 |
| 3 | World Order | 25% | H2, H4 | In-Class essay | Term 2 Week 3 |
| 4 | All HSC Topics | 25% | H7, H8, H9 | Trial Exam | Term 3 Weeks 1-3 |

Mathematics Advanced

| Objectives | HSC Course Outcomes |
|---|---|
| <p>Students:</p> <ul style="list-style-type: none"> develop knowledge, understanding and skills about efficient strategies for pattern recognition, generalisation and modelling techniques develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organize information, investigate, model and solve problems and interpret a variety of practical situations develop the ability to interpret and communicate mathematics logically and concisely in a variety of forms <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe the importance of resilience and self-motivation in undertaking mathematical challenges and the importance of taking responsibility for their own learning and evaluation of their mathematical development | <p>MA12-1: uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts</p> <p>MA12-2: models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques</p> <p>MA12-3: applies calculus techniques to model and solve problems</p> <p>MA12-4: applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems</p> <p>MA12-6: applies appropriate differentiation methods to solve problems</p> <p>MA12-7: applies the concepts and techniques of indefinite and definite integrals in the solution of problems</p> <p>MA12-8: solves problems using appropriate statistical processes</p> <p>MA12-9: chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use</p> <p>MA12-10: constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context</p> |

Mathematics Advanced

| Task | Components | Outcomes | Task | Weighting | Date |
|------|--|--|------------------|-----------|-----------------------|
| 1 | Probability and Discrete Probability Distributions Logarithms and Exponentials | MA-S1, MA-E1 | Research | 20% | Term 4 Week 10 |
| 2 | Descriptive Statistics and Bivariate Data Analysis Graphing Techniques Differential Calculus Application of Differentiation Integral Calculus | MA-S2, MA-F2, MA-C2, MA-C3, MA-C4 | Half yearly exam | 25% | Term 1 Week 11 |
| 3 | Modelling Financial Situations Financial Applications of Sequences and Series | MA-M1, M1.2-M1-4 | Extended task | 25% | Term 2 Week 6 |
| 4 | Trial HSC All content areas to date | MA-S1, MA-E1, MA-S2, MA-F2, MA-C2, MA-C3, MA-C4 | Trial | 30% | Term 3 Weeks 1 – 3 |

Notes:

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 Standard 2

| Objectives | HSC Course Outcomes |
|--|--|
| Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts | <p>MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions</p> |
| Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks | <p>MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate</p> <p>MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems</p> <p>MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data</p> <p>MS2-12-8 solves problems using networks to model decision-making in practical problems</p> <p>MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use</p> |
| Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs | <p>MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p> |

Mathematics Standard 2

| Task | Components | Outcomes | Task | Weighting | Date |
|------|--|---|------------------|-----------|---------------------|
| 1 | Rates and ratios Working with time Budgeting Interest and depreciation | MS2-12-2 MS2-12-3 MS2-12-5 | Research task | 20% | Term 4 Week 10 |
| 2 | Non-right- angled triangles Networks introduction Simultaneous equations Bivariate data | MS2-12-1 MS2-12-4 MS2-12-7 | Half yearly exam | 25% | Term 1 Week11 |
| 3 | Item bank task | Preliminary outcomes and MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-7 | Item bank task | 25% | Term 2 Week 6 |
| 4 | Trials All content areas to date | MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10 | Trial | 30% | 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 |
|--|---|
| <p>Students:</p> <ul style="list-style-type: none"> develop efficient to solve problems using pattern recognition, generalisation, proof and modelling techniques develop the ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in the areas of trigonometry, functions, calculus, proof, vectors and statistical analysis use technology effectively and apply critical thinking to recognise appropriate times for such use develop the ability to interpret, justify and communicate mathematics in a variety of forms <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe the importance of resilience and self-motivation in undertaking mathematical challenges and the importance of taking responsibility for their own learning and evaluation of their mathematical development | <p>ME12-2: applies concepts and techniques involving vectors and projectiles to solve problems</p> <p>ME12-3: applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations</p> <p>ME12-4: uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution</p> <p>ME12-5: applies appropriate statistical processes to present, analyse and interpret data</p> <p>ME12-6: chooses and uses appropriate technology to solve problems in a range of contexts</p> <p>ME12-7: evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms</p> |

Mathematics Extension 1

| Task | Components | Outcomes | Task | Weighting | Date |
|------|--|--|---------------------------|-----------|-----------------------|
| 1 | Rates of Change Exponential Growth and Decay Binomial Expansion and Pascal's Triangle | ME-C1, ME11-1-ME11-7 | Exam with reference sheet | 25% | Term 4 Week 10 |
| 2 | Proof by Mathematical Induction Trigonometric Function | ME-P1, ME12-7 | Half yearly exam | 25% | Term 1 Week 11 |
| 3 | Bernoulli and Binomial Distributions Normal approximation for the simple proportion Vectors Integral Calculus Modelling Financial Situations | ME12-5, ME12-6, ME12-7, V1.1, V1.2, MA4-C4, MA-M1 | Extended task | 20% | Term 2 Week 4 |
| 4 | Trial HSC All content areas to date | ME-C1, ME11-1, ME11-7, ME-P1, ME12-7, ME12-5, ME12-6, ME12-7, V1.1, V1.2, MA4-C4, MA-M1 | Trial | 30% | 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 NESA.

**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>Students:</p> <ul style="list-style-type: none"> • develop efficient strategies to solve complex problems using pattern recognition, generalisation, proof and modelling techniques • develop their knowledge, skills and understanding to model and solve complex and interconnected problems in the areas of proof, vectors and mechanics, calculus and complex numbers • develop their problem-solving and reasoning skills to create appropriate mathematical models in a variety of forms and apply these to difficult unstructured problems • use mathematics as an effective means of communication and justification in complex situations <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> • mathematics as an essential and relevant part of life, recognising that its development and use have been largely in response to human needs by societies all around the globe • the importance of resilience and self-motivation in undertaking mathematical challenges | <p>MEX12-1: understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts</p> <p>MEX12-2: chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings</p> <p>MEX12-3: uses vectors to model and solve problems in two and three dimensions</p> <p>MEX12-4: uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems</p> <p>MEX12-5: applies techniques of integration and structured and unstructured problems</p> <p>MEX12-6: uses mechanics to model and solve practical problems</p> <p>MEX12-7: applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems</p> <p>MEX12-8: communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument</p> |

Mathematics Extension 2

| Task | Components | Outcomes | Task | Weighting | Date |
|------|--|--|---------------------------|-----------|----------------------|
| 1 | Vectors Further work with Vectors | MEX12-3, MEX-V1 | Exam with reference sheet | 25% | Term 4 Week 10 |
| 2 | Further Proof by Mathematical Induction Further work with Complex Numbers | MEX-P2, MEX-N2 | Half yearly exam | 25% | Term 1 Week 11 |
| 3 | Further Integration Mechanics | MEX-C1, MEX-M1 | Extended task | 20% | Term 2 Week 6 |
| 4 | Trial HSC All content to date | MEX12-3, MEX-V1, MEX-P2, MEX-N2, MEX-C1, MEX-M1 | Trial | 30% | Term 3 Weeks 1- 3 |

Notes:

**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

| Task | Course Component | Weighting | Outcomes | Task | Date |
|------|---|-----------|-----------------------|----------------------------------|---------------------|
| 1 | National Study: Russia and the Soviet Union 1917-1941 | 25% | MH12-1, MH12-7 | In-class research-based response | Term 4 Week 7 |
| 2 | Power and Authority in the Modern World 1919-1946 | 25% | MH12-2, MH12-8 | Research-based interview | Term 1 Week 11 |
| 3 | Peace and Conflict Study: War in Europe 1935-1945 | 25% | MH12-3, MH12-5 | In-class short responses | Term 2 Week 3 |
| 4 | All HSC topics (Russia, Cold War, War in Europe, Power and Authority in the Modern World 1919-1946) | 25% | MH12-6, MH12-9 | Trial Exam | Term 3 Weeks 1-3 |

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions using relevant evidence from a range of sources

MH12-9 communicates historical understanding using historical knowledge, concepts and terms in appropriate and well-structured forms

Music Course 1

| Objectives | HSC Course Outcomes |
|--------------------------------------|--|
| <p><i>Students will develop:</i></p> | <p><i>Through activities in performance, composition, musicology and aural, a student:</i></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 Viva voce | 10% 5% | H3, H4, H5, H6, H7, H10 | Compose a melody and accompaniment based on the topic – An Instrument & Its Repertoire. You must be involved in the performance of your work. Present a viva voce discussion on the development of your composition | Term 4 Week 10 |
| 2 | Elective 1 Core Performance | 15% 10% | H1, H2, H4, H5, H6, H10 | Performance/Composition/Musicology. Either present a performance item with discussion on style interpretation OR a composition portfolio OR a musicology portfolio. Core music performance representing either topic 1, 2 or 3 | Term 1 Week 11 |
| 3 | Elective 2 Musicology/Aural | 15% 15% | H1, H2, H4, H5, H6, H10 | Performance/Composition/Musicology Either present a performance item OR a composition and portfolio OR a musicology viva voce and portfolio. An in-class written analysis of two works from your chosen topic (See notification for details) | Term 2 Weeks 7-8 Term 2 Week 9 |
| 4 | Trial Exam Trial performance/elective | 15% 15% | H1, H2, H3, H4, H6, 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>Students will develop:</p> | <p>Through activities in performance, composition, musicology and aural, a student:</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 | 15% | H7, H11, H5 | In class prepared extended response and aural response tasks based on works studied in the mandatory topic and including musical quotes | Term 1 Week 3 |
| 2 | Performance Core Elective Sight Singing | 30% | H1, H2, H5 | Performance core- Present one work representing the mandatory topic Elective- present your elective option of either: Draft composition and portfolio or Draft Musicology essay and portfolio or One elective performance Sight-sing an unprepared 8 bar melody | Term 1 Week 11 |
| 3 | Composition Core | 25% | 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 | 30% | 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> <p>P1 performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member</p> <p>P2 leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others</p> <p>P3 articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed</p> <p>P4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed</p> <p>P5 presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction</p> <p>P6 critically analyses the use of music concepts to present stylistic interpretation of music performed</p> |
| Composition | <p><i>Through composition and related activities, a student:</i></p> <p>C1 composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style</p> <p>C2 leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others</p> <p>C3 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</p> <p>C4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed</p> <p>C5 presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition</p> <p>C6 critically analyses the use of musical concepts to present a personal compositional style</p> |
| Musicology | <p><i>Through musicology and related activities, a student:</i></p> <p>M1 presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources</p> <p>M2 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</p> <p>M3 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</p> <p>M4 demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing</p> <p>M5 present, discusses and evaluates the problem-solving process and the development of realisation of a research project</p> <p>critically analyses the use of the musical concepts to articulate their relationship to the style of music analysed</p> |

Music Extension

| Task | Course Component | Weighting (/50) | Outcomes | Task | Date |
|------|------------------|-----------------|--|--|---------------------|
| 1 | Elective | 15 | <p>P1, P2, P4</p> <p>C2, C3, C4</p> <p>M2, M3, M5</p> | <p>Present ONE of the following:</p> <p><i>Performance:</i> Present one solo item with accompaniment at an assessed Elysium concert presentation</p> <p>OR</p> <p><i>Composition:</i> Viva voce (10m) on composition portfolio including the development of 2 contrasting works/movements. Discussion will include intent, early drafts and supporting audio excerpts</p> <p>OR</p> <p><i>Musicology:</i> Viva voce (10m) on musicology portfolio including first draft of a 3000-word essay. Discussion will include intent, early drafts and supporting audio excerpts</p> | Term 4 Week 10 |
| 2 | Elective | 20 | <p>P5, P3</p> <p>C1</p> <p>M1, M4</p> | <p>Present ONE of the following:</p> <p><i>Performance:</i> Present an ensemble item which demonstrates an understanding of your role within the ensemble and clear direction</p> <p>OR</p> <p><i>Composition:</i> Submit composition portfolios including final drafts and scores of a two-movement work, and recordings</p> <p>OR</p> <p><i>Musicology:</i> Submit a portfolio including the final draft of a 3000-word essay</p> | Term 1 Week 11 |
| 3 | Elective | 15 | <p>P5, P3</p> <p>C1</p> <p>M1, M4</p> | <p>Present ONE of the following:</p> <p><i>Performance:</i> Present two solo items with accompaniment.</p> <p>OR</p> <p><i>Composition:</i> Submit composition portfolios including final drafts and scores of a two-movement work, and recordings</p> <p>OR</p> <p><i>Musicology:</i> Submit a portfolio including the final draft of a 3000-word essay</p> | Term 3 Weeks 1-3 |

PDHPE

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"> • How are priority issues for Australia's health identified? • What are the priority issues for improving Australia's health? • What role do health care facilities and services play in achieving better health for Australians? • What actions are needed to address Australia's health priorities? | <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"> • How does training affect performance? • How can psychology affect performance? • How can nutrition affect performance? • How does the acquisition of skill affect performance? | <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> |

PDHPE – 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"> ● How are sports injuries classified and managed? ● How does sports medicine address the demands of specific athletes? ● What role do preventive actions play in enhancing the wellbeing of the athlete? ● How is recovery from injury managed? | <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> |

PDHPE – 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"> ● How do athletes train for improved performance? ● What are the planning considerations for improving performance? ● What ethical issues are related to improving performance? | <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> |

PDHPE

| Task | Course Component | Weighting | Outcomes | Task | Date |
|------|---|-----------|--|---|---------------------|
| 1 | Option 3- Sports Medicine | 25% | H8, H13, H16, H17 | Research task | Term 4 Week 8 |
| 2 | Core 2 – Factors Affecting Performance | 20% | H7, H8, H9, H10, H11, H16, H17 | Oral Presentation | Term 1 Week 11 |
| 3 | Core 1 – Health Priorities in Australia | 25% | H1, H2, H3, H4, H14, H15, H16 | Extended response- in this task students will practise an extended response to an unseen question | Term 2 Week 9 |
| 4 | Trial Exam Core 1 – Health Priorities in Australia Core 2 – Factors Affecting Performance Option 3 – Sports Medicine | 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

Course Structure

The Year 12 Physics course is organised into four modules. The Year 12 modules consist of core content that would be covered in 120 indicative hours. Practical experiences are an essential component of the Year 12 course. Students will complete 35 indicative hours of practical/field work during the Year 12 course within the 120 indicative course hours, including 15 hours allocated to depth studies integrating skill and knowledge outcomes.

Year 12 Course: 120 indicative hours

The Year 12 course incorporates the study of:

- **Module 5** Advanced Mechanics (30 indicative hours)
- **Module 6** Electromagnetism (30 indicative hours)
- **Module 7** The Nature of Light (30 indicative hours)
- **Module 8** From the Universe to the Atom (30 indicative hours)

| Objectives | Outcomes |
|---|---|
| <i>Students will develop further skills in:</i> | <i>A student:</i> |
| questioning and predicting | 12-1 develops and evaluates questions and hypotheses for scientific investigation |
| planning investigations | 12-2 designs and evaluates investigations in order to obtain primary and secondary data and information |
| conducting investigations | 12-3 conducts investigations to collect valid and reliable primary and secondary data and information |
| processing data and information | 12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media |
| analysing data and information | 12-5 analyses and evaluates primary and secondary data and information |
| problem solving | 12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes |
| communicating | 12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose |
| <i>Students will develop knowledge and understanding of:</i> | <i>A student:</i> |
| Mechanics and Electromagnetism | 12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles |
| | 12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively |
| Quantum Physics | 12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world |
| | 12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom |

Physics

| Task | Course Component | Weighting | Outcomes | Task | Date |
|------|---|-----------|---|---|---------------------|
| 1 | Module 5: Advanced Mechanics | 15% | 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12 | Investigation (WS 15%) | Term 4 Week 10 |
| 2 | Module 5: Advanced Mechanics Module 6: Electromagnetism | 15% | 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7, 12-12, 12-13 | Working Scientifically Skills (WS 10%, K&U 5%) | Term 1 Week 11 |
| 3 | Module 6: Electromagnetism Module 7: The Nature of Light | 35% | 12-1, 12-7, 12-14, 12-15 plus at least two of 12-2, 12-3, 12-4, 12-5, 12-6 | Depth Study (WS 30%, K&U 5%) | Term 2 Week 7 |
| 4 | Modules 5, 6, 7 and 8 | 35% | 12-2, 12-4, 12-5, 12-6, 12-12, 12-13, 12-14, 12-15 | Trial HSC Exam (WS 5%, K&U 30%) | Term 3 Weeks 1-3 |

Textiles and Design

| Objectives | HSC Course Outcomes |
|--|---|
| <p><i>Students will develop:</i></p> <p>1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications</p> | <p><i>A student:</i></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 manages 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 | 20% | H1.1, H1.2 H2.1 | Major Textile Project. Progressive Assessment 1 – Interview 20% Project proposal, design development & practical organisation | Term 4 Week 10 |
| 2 | Properties and Performance of Textiles | 20% | H3.1, H3.2 H4.1, H6.1 | Properties and performance of textiles 20% Written response - in class under examination conditions | Term 2 Week 5 |
| 3 | Major Textiles Project | 30% | H1.1, H2.2, H2.3, H3.1, H4.1, H4.2 | Major Textile Project. Progressive Assessment 2 – Interview 30% Manufacturing, marketing, investigation, experimentation, evaluation, practical organisation progress | Term 1 Week 11 |
| 5 | Design, Properties and Performance, ATCFAI (30%) | 30% | H1.3 H3.1, H3.2 H4.1, H4.2 H5.1, H5.2 H6.1 | Trial Exam 30% Design Properties and Performance of Textiles ATCFAI | Term 3 Weeks 1 - 3 |

Visual Arts

| Objectives | HSC Course Outcomes |
|--|--|
| ARTMAKING | |
| <p><i>Students learn about:</i></p> <ul style="list-style-type: none"> ● how to develop an artmaking practice ● how to create artworks that are informed by the practices of artists, critics and Art History ● how to relate the agencies of the artworld to their own practice including a broad understanding of artist, artwork, world and audience ● developing a Body Of Work that is informed by their own point of view and understanding of The Frames ● creating a sophisticated Body Of Work that equally values the material and conceptual aspects of artmaking practice. | <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> |
| ART CRITICISM and ART HISTORY | |
| <ul style="list-style-type: none"> ● how to build an understanding of Visual Arts through deep and sustained investigations of Practice, the Conceptual Framework and Frames in increasingly independent ways ● how to develop their knowledge base and writing skills in order to present an informed point of view about the Artworld in critical and historical accounts | <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 | 20% | H1, H2, H3, H4, H5, H6 | <p>Body of Work (BOW) progress submission</p> <p>Students will be assessed on the physical and conceptual development of their BOW. Assessment is an interview with a panel of Visual Arts teachers, submission of BOW progress and VAPD.</p> | Term 4 Week 10 |
| 2 | Art Criticism and Art History | 20% | H7, H8, H9, H10 | <p>Written task</p> <p>Students will be assessed on their knowledge of the theoretical components of the course.</p> | Term 1 Week 11 |
| 3 | Art making | 30% | H1, H2, H3, H4, H5, H6 | <p>Trial Body of Work (BOW)</p> <p>Final progress assessment on BOW</p> | Term 2 Week 9 |
| 4 | Art Criticism and Art History | 30% | H7, H8, H9, H10 | <p>Trial Examination</p> <p>Examination using full HSC exam format</p> | Term 3 Weeks 1-3 |

Newtown High School of the Performing Arts
Notice of Receipt of Assessment Policy
HIGHER SCHOOL CERTIFICATE
YEAR 12 2023/2024
ASSESSMENT POLICY

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

Dear Dr Green

I have received the 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. Lavrut or Ms A. Di Camillo (Year 12 Student Advisers)
or Deputy Principal Year 12 (Ms Rajwar)