



*St George Girls High School*

***HSC  
Preliminary  
Assessment  
Information***

***Year 11***

**2017**

*This booklet outlines course outcomes, syllabus components and weightings and an overview of the assessment schedule for each preliminary HSC course.*

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# St George Girls High School

## Assessment Schedule 2017

For the Preliminary course many assessment tasks will take place during the scheduled assessment blocks in Term 2, Week 4 and Term 3, Weeks 8-9. For some courses students will also be expected to complete assessment tasks outside of these scheduled times.

### Scheduled Assessment Blocks

Assessment Block 1	Term 2 Week 4	Monday 15 <sup>th</sup> May 2017 – Friday 19 <sup>th</sup> May 2017
Assessment Block 2 (End Of Course Examinations)	Term 3 Weeks 8 - 9	4 <sup>th</sup> September 2017 – 15 <sup>th</sup> September 2017

Students will be issued with a detailed timetable, outlining specific dates and times, prior to each scheduled assessment block.

Students do not attend normal classes during the scheduled assessment blocks.

### Assessment Schedule Overview

The calendar provides an overview of the tasks required for each course including the weighting and type of task.

#### Summary of Task Type

<b>A</b>	Aural	<b>O</b>	Oral Exam
<b>B</b>	Body of Work	<b>OP</b>	Oral Presentation
<b>E</b>	Exam	<b>P</b>	Practical /Performance
<b>ER</b>	Extended Response Task	<b>R</b>	Research Task
<b>H</b>	Hand-in task	<b>W</b>	Workshop

# ANCIENT HISTORY

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop knowledge and understanding about:</i></b></p> <ol style="list-style-type: none"> <li>1. people, places, societies and events in the context of their times</li> <li>2. change and continuity over time</li> <li>3. the process of historical Inquiry</li> <li>4. communicating an understanding of history</li> </ol>	<p><b><i>A student develops skills to:</i></b></p> <p><b>P1.1</b> describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context</p> <p><b>P2.1</b> identify historical factors and explain their significance in contributing to change and continuity in the ancient world</p> <p><b>P3.1</b> locate, select and organise relevant information from a variety of sources</p> <p><b>P3.2</b> identify relevant problems of sources in reconstructing the past</p> <p><b>P3.3</b> comprehend sources and analyse them for their usefulness and reliability</p> <p><b>P3.4</b> identify and account for differing perspectives and interpretations of the past</p> <p><b>P3.5</b> discuss issues relating to ownership and custodianship of the past</p> <p><b>P3.6</b> plan and present the findings of historical investigations, analysing and synthesising information from a range of sources</p> <p><b>P4.1</b> use historical terms and concepts appropriately</p> <p><b>P4.2</b> communicate knowledge and understanding of historical features and issues using appropriate oral and written forms</p>



## ANCIENT HISTORY

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/ancient-history.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/ancient-history.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of course content	40	Task 1 (10%); Task 5 (30%)
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	Task 3 (20%)
Historical inquiry and research	20	Task 4 (20%)
Communication of historical understanding in appropriate forms	20	Task 1 (5%) Task 2 (15%),
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Communication of historical understanding in appropriate forms</li> </ul>	P1.1, P2.1, P3.1, P3.2, P3.4, P3.6, P4.2	<b>Hand-in</b> Take home essay on History, Archaeology & Science	15	<b>Term 1, Week 7</b> Friday 10 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Communication of historical understanding in appropriate forms</li> </ul>	P1.1, P3.1, P3.3, P3.6, P4.1, P4.2	<b>Oral Presentation</b> Case Study	15	<b>Term 1, Week 11</b> In class this week
3	<ul style="list-style-type: none"> <li>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</li> </ul>	P1.1, P3.2, P3.3, P4.1, P4.2	<b>In Class</b> Source based task	20	<b>Term 2, Week 4</b> Assessment Block 1
4	<ul style="list-style-type: none"> <li>Historical inquiry and research</li> </ul>	P1.1, P2.1, P3.1, P3.2, P3.4, P3.6, P4.1	<b>Hand-in Task</b> Historical Investigation	20	<b>Term 3, Week 1</b> Friday 21 <sup>st</sup> July
5	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	P1.1, P2.1, P3.2, P3.3, P3.4, P3.5, P4.1, P4.2	<b>Examination</b> End-of-course examination Ancient Societies & Case Study	30	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# BIOLOGY

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop knowledge and understanding of:</i></b></p> <ol style="list-style-type: none"> <li>1. The history</li> <li>2. Nature and practice of biology</li> <li>3. Applications and uses of biology</li> <li>4. Implications for society and the environment</li> <li>5. Current issues, research and development in biology</li> <li>6. Cell ultrastructure and processes</li> <li>7. Biological diversity</li> <li>8. Environmental interactions</li> <li>9. Mechanisms of inheritance and</li> <li>10. Biological evolution.</li> <li>11. Planning investigations</li> <li>12. Conducting investigations</li> <li>13. Communicating information and understanding</li> <li>14. Developing scientific thinking and problem – solving techniques</li> <li>15. Working individually and in teams</li> </ol>	<p><b><i>A student:</i></b></p> <p><b>P1</b> outlines the historical development of major biological principles, concepts and ideas</p> <p><b>P2</b> applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology</p> <p><b>P3</b> assesses the impact of particular technological advances on understanding in biology</p> <p><b>P4</b> describes applications of biology which affect society or the environment</p> <p><b>P5</b> describes the scientific principles employed in particular areas of biological research</p> <p><b>P6</b> explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms</p> <p><b>P7</b> describes the range of organisms in terms of specialisation for a habitat</p> <p><b>P8</b> analyses the interrelationships of organisms within the ecosystem</p> <p><b>P9</b> explains how processes of reproduction ensure continuity of species</p> <p><b>P10</b> identifies and describes the evidence for evolution</p> <p><b>P11</b> identifies and implements improvements to investigation plans</p> <p><b>P12</b> discusses the validity and reliability of data gathered from first-hand investigations and secondary sources</p> <p><b>P13</b> identifies appropriate terminology and reporting styles to communicate information and understanding in biology</p> <p><b>P14</b> draws valid conclusions from gathered data and information</p> <p><b>P15</b> implements strategies to work effectively as an individual or as a team member</p>



# BIOLOGY

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/biology.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/biology.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of (Knowledge P1 – P10): <ul style="list-style-type: none"> <li>the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology</li> <li>cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</li> </ul>	40	Task 1 (5%); Task 2 (5%) Task 4 (30%)
Skills in (Practical P11 – P12): <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources</li> </ul>	30	Task 1 (10%); Task 3 (15%) Task 4 (5%)
Skills in (Processing P13 - P15): <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	30	Task 1 (5%); Task 2 (10%) Task 3 (10%); Task 4 (5%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Practical skills</li> <li>Processing skills</li> </ul>	P1 to P15	<b>Field Study Report Hand-in task</b> Knowledge (5%) Processing (5%) Practical (10%)	20	<b>Term 1, Week 10</b> Tuesday 28 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Processing skills</li> </ul>	P1 to P10 P13 to P15	<b>Examination and Hand-in Research task</b> Knowledge (5%) Processing (10%)	15	<b>Term 2, Week 3 (H)</b> Tuesday 9 <sup>th</sup> May <b>Term 2, Week 4 (E)</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Practical skills</li> <li>Processing skills</li> </ul>	P11 to P15	<b>Practical Task</b> Processing (10%) Practical (15%)	25	<b>Term 3, Weeks 8-9</b> Assessment Block 2
4	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Practical skills</li> <li>Processing skills</li> </ul>	P1 to P15	<b>Examination – End of Course</b> Knowledge (30%) Processing (5%) Practical (5%)	40	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# BUSINESS STUDIES

Objectives	Preliminary Course Outcomes
<p><b><i>The student develops knowledge and understanding about:</i></b></p> <ol style="list-style-type: none"> <li>1. The nature, role and structure of business.</li> <li>2. Internal and external influences on business.</li> <li>3. The functions and processes of business activity.</li> <li>4. Management strategies and their effectiveness.</li> </ol> <p><b><i>The student develops skills to:</i></b></p> <ol style="list-style-type: none"> <li>1. Investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations.</li> <li>2. Communicate business information and issues using appropriate formats.</li> <li>3. Apply mathematical concepts appropriate to business situations.</li> </ol>	<p><b><i>The student:</i></b></p> <p><b>P1</b> Discusses the nature of business, its role in society and types of business structure.</p> <p><b>P2</b> Explains the internal and external influences on businesses.</p> <p><b>P3</b> Describes the factors contributing to the success or failure of small to medium enterprises.</p> <p><b>P4</b> Assesses the processes and interdependence of key business functions.</p> <p><b>P5</b> Examines the application of management theories and strategies</p> <p><b>P6</b> Analyses the responsibilities of business to internal and external stakeholders.</p> <p><b>P7</b> Plans and conducts investigations into contemporary business issues.</p> <p><b>P8</b> Evaluates information for actual and hypothetical business situations.</p> <p><b>P9</b> Communicates business information and issues in appropriate formats.</p> <p><b>P10</b> Applies mathematical concepts appropriately in business situations.</p>





## BUSINESS STUDIES

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/business-studies.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/business-studies.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of course content	40	Task 4 (40%)
Stimulus-based skills	20	Task 1 (10%); Task 2 (10%)
Inquiry and research	20	Task 2 (10%); Task 3(10%)
Communication of business information, ideas and issues in appropriate forms	20	Task 2 (10%); Task 3 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Stimulus based skills</li> </ul>	P2, P5, P6, P9, P10	<b>Exam (E) + Extended Response (ER)</b> (Report writing)	10	<b>Term 1, Week 10</b> Tuesday 28 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Stimulus based skills</li> <li>Inquiry and research</li> <li>Communication of business information, ideas and issues in appropriate forms</li> </ul>	P2, P3, P4, P5, P6, P7, P8, P9, P10	<b>Exam (E)</b>	30	<b>Term 2, Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Inquiry and research</li> <li>Communication of business information, ideas and issues in appropriate forms</li> </ul>	P2, P3, P4, P5, P6, P7, P8, P9	<b>Exam (E)</b>	20	<b>Term 3, Week 2</b> Tuesday 25 <sup>th</sup> July
4	<ul style="list-style-type: none"> <li>Knowledge and understanding</li> </ul>	P1, P2, P3, P4, P5, P6, P7, P8, P9	<b>Exam (E)</b> End-of-course examination	40	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# CHEMISTRY

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop knowledge and understanding of:</i></b></p> <ol style="list-style-type: none"> <li>1. the history of chemistry</li> <li>2. the nature and practice of chemistry</li> <li>3. applications and uses of chemistry</li> <li>4. implications for society and the environment</li> <li>5. current issues, research and developments</li> <li>6. atomic structure, the periodic table and bonding</li> <li>7. energy</li> <li>8. chemical reactions</li> <li>9. carbon chemistry</li> <li>10. stoichiometry</li> <li>11. planning investigations</li> <li>12. conducting investigations</li> <li>13. communicating information and understanding</li> <li>14. developing scientific thinking and problem-solving</li> <li>15. working individually and in teams</li> </ol>	<p><b><i>A student:</i></b></p> <p><b>P1</b> outlines the historical development of major principles, concepts and ideas in chemistry</p> <p><b>P2</b> applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in chemistry</p> <p><b>P3</b> assesses the impact of particular technological advances on understanding in chemistry</p> <p><b>P4</b> describes applications of chemistry which affect society or the environment</p> <p><b>P5</b> describes the scientific principles employed in particular areas of research in chemistry</p> <p><b>P6</b> explains trends and relationships between elements in terms of atomic structure, the periodic table and bonding</p> <p><b>P7</b> describes chemical changes in terms of energy inputs and outputs</p> <p><b>P8</b> describes factors that influence the type and rate of chemical reactions</p> <p><b>P9</b> relates the uses of carbon to the unique nature of carbon chemistry</p> <p><b>P10</b> applies simple stoichiometric relationships</p> <p><b>P11</b> identifies and implements improvements to investigation plans</p> <p><b>P12</b> discusses the validity and reliability of data gathered from first-hand investigations and secondary sources</p> <p><b>P13</b> identifies appropriate terminology and reporting styles to communicate information and understanding</p> <p><b>P14</b> draws valid conclusions from gathered data and information</p> <p><b>P15</b> implements strategies to work effectively as an individual or as a member of a team</p>



# CHEMISTRY

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/chemistry.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/chemistry.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of (Knowledge P1 – P10): <ul style="list-style-type: none"> <li>The history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry</li> <li>Atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	40	Task 1 (10%); Task 2 (5%) Task 4 (25%)
Skills in (Practical P11 – P12): <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources</li> </ul>	30	Task 3 (25%); Task 4 (5%)
Skills in (Processing P13 - P15): <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	30	Task 2 (10%); Task 3 (10%) Task 4 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge</li> </ul>	P1 to P10	<b>Examination</b> Knowledge (10%)	10	<b>Term 1, Week 7</b> Wednesday 8 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Processing skills</li> </ul>	P1 to P10 P13 to P15	<b>Assignment with in-class Analysis Task</b> Knowledge (5%) Processing (10%)	15	<b>Term 2, Week 9</b> Thursday 22 <sup>nd</sup> June
3	<ul style="list-style-type: none"> <li>Practical skills</li> <li>Processing skills</li> </ul>	P11 to P15	<b>Practical Task</b> Processing (10%) Practical (25%)	35	<b>Term 3, Weeks 8-9</b> Assessment Block 2
4	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Practical skills</li> <li>Processing skills</li> </ul>	P1 to P15	<b>Examination – End of Course</b> Knowledge (25%) Processing (10%) Practical (5%)	40	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# DRAMA

Objectives	Preliminary Course Outcomes
<p><b>Students will develop knowledge and understanding about and skills in:</b></p> <p><b>Making:</b></p> <ul style="list-style-type: none"> <li>• using drama through participation in a variety of dramatic and theatrical forms</li> <li>• making drama and theatre, using a variety of dramatic and theatrical techniques and conventions</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>• Using the elements of drama and theatre in performance</li> <li>• performing in improvised and playbuilt theatre and scripted drama</li> </ul> <p><b>Critically Studying:</b></p> <ul style="list-style-type: none"> <li>• recognising the place and function of drama and theatre in communities and societies past and present</li> <li>• critically studying a variety of forms and styles used in drama and theatre</li> </ul>	<p><b>A student:</b></p> <p><b>P1.1</b> develops acting skills in order to adopt and sustain a variety of characters and roles</p> <p><b>P1.2</b> explores ideas and situations, expressing them imaginatively in dramatic form</p> <p><b>P1.3</b> demonstrates performance skills appropriate to a variety of styles and media</p> <p><b>P1.4</b> understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively</p> <p><b>P1.5</b> understands, demonstrates and records the process of developing and refining ideas and scripts through to performance</p> <p><b>P1.6</b> demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p><b>P1.7</b> understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration</p> <p><b>P1.8</b> recognises the value of individual contributions to the artistic effectiveness of the whole</p> <p><b>P2.1</b> understands the dynamics of actor-audience relationship</p> <p><b>P2.2</b> understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers</p> <p><b>P2.3</b> demonstrates directorial and acting skills to communicate meaning through dramatic action</p> <p><b>P2.4</b> performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance</p> <p><b>P2.5</b> understands and demonstrates the commitment, collaboration and energy required for a production</p> <p><b>P2.6</b> appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance meaning through dramatic action</p> <p><b>P3.1</b> critically appraises and evaluates, both orally and in writing, personal performances and the performances of others</p> <p><b>P3.2</b> understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques</p> <p><b>P3.3</b> analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements</p> <p><b>P3.4</b> appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest</p>



## DRAMA

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/drama.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/drama.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Making	40	Task 1 (10%); Task 3 (10%); Task 4 (20%)
Performing	30	Task 1 (10%); Task 3 (10%); Task 4 (10%)
Critically Studying	30	Task 2 (20%); Task 4 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Making</li> <li>Performing</li> </ul>	P1.1,P1.4,P1.6, P3.1	<b>Practical/ Performance</b> Monologue Improvisation, Playbuilding and Acting	20	<b>Term 1, Week 6</b> Monday 27 <sup>th</sup> February ( <i>begins</i> )
2	<ul style="list-style-type: none"> <li>Critically studying</li> </ul>	P1.2,P2.3, P1.6,P2.4 P3.1	<b>Practical Performance + Hand-in Task</b> Theatrical traditions and performance styles	20	<b>Term 1, Week 10 (P)</b> Monday 27 <sup>th</sup> March ( <i>begins</i> )  <b>Term 1, Week 11 (H)</b> Monday 3 <sup>rd</sup> April
3	<ul style="list-style-type: none"> <li>Making</li> <li>Performing</li> </ul>	P1.7,P1.8, P2.1, P2.2 P2.5	<b>Practical/Performance</b> Non-realistic styles Playbuilding to Production Improvisation, Playbuilding and Acting	20	<b>Term 2, Week 9</b> Wednesday 21 <sup>st</sup> June Drama Showcase Evening
4	<ul style="list-style-type: none"> <li>Performing</li> <li>Critically studying</li> </ul>	P1.4, P1.5, P1.7 P2.2, P3.3	<b>Hand-in Task + Examination + Practical Performance</b> (Directors folio/performance and Log Book (30%) Written examination (10%) (Elements of Production in Performance)	40	<b>Term 3, Week 6 (H)</b> Monday 21 <sup>st</sup> August  <b>Term 3, Weeks 8-9 (P+E)</b> Assessment Block 2
				<b>100</b>	

# ECONOMICS

Objectives	Preliminary Course Outcomes
<p><b><i>A student will develop knowledge and understanding about:</i></b></p> <ol style="list-style-type: none"> <li>1. The economic behaviour of individuals, firms, institutions and governments.</li> <li>2. The function and operation of markets.</li> <li>3. The operation and management of economies.</li> <li>4. Contemporary economic problems and issues facing individuals, firms and governments.</li> </ol> <p><b><i>A student develops skills to:</i></b></p> <ol style="list-style-type: none"> <li>1. Investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources.</li> <li>2. Communicate economic information, ideas and issues in appropriate forms.</li> </ol>	<p><b><i>A student:</i></b></p> <p><b>P1</b> Demonstrates understanding of economic terms, concepts and relationships.</p> <p><b>P2</b> Explains the economic role of individuals, firms and government in an economy.</p> <p><b>P3</b> Describes, explains and evaluates the role and operation of markets.</p> <p><b>P4</b> Compares and contrasts aspects of different economies.</p> <p><b>P5</b> Analyses the relationship between individuals, firms, institutions and government in the Australian economy.</p> <p><b>P6</b> Explains the role of government in the Australian economy.</p> <p><b>P7</b> Identifies the nature and causes of economic problems and issues for individuals, firms and governments.</p> <p><b>P8</b> Applies appropriate terminology, concepts and theories in economic contexts.</p> <p><b>P9</b> Selects and organises information from a variety of sources for relevance and reliability.</p> <p><b>P10</b> Communicates economic information, ideas and issues in appropriate forms.</p> <p><b>P11</b> Applies mathematical concepts in economic contexts.</p> <p><b>P12</b> Works independently and in groups to achieve appropriate goals in set timelines.</p>



## ECONOMICS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/economics.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/economics.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of course content	40	Task 1 (10%); Task 2 (10%) Task 3 (20%)
Stimulus - based skills	20	Task 3 (20%)
Inquiry and research	20	Task 1 (10%); Task 2 (10%)
Communication of economic information, ideas and issues in appropriate forms	20	Task 1 (10%); Task 3 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Inquiry and research</li> <li>Communication of economic information, ideas and issues in appropriate forms</li> </ul>	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	<b>Examination (E) + Extended response (ER)</b>	30	<b>Term 1, Week 10</b> Wednesday 29 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Inquiry and research</li> </ul>	P1, P2, P3, P5, P7, P8, P9, P10, P12	<b>Research (R)</b> (with in class delivery)	30	<b>Term 3, Week 2</b> Friday 28 <sup>th</sup> July
3	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Stimulus based skills</li> <li>Communication of economic information, ideas and issues in appropriate forms</li> </ul>	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12	<b>Examination (E)</b> End-of-course examination	40	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# ENGLISH ADVANCED

Objectives	Preliminary Course Outcomes
<p><b>Students will develop knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts</li> <li>the ways language forms and features, and the structures of texts shape meaning in a variety of textual forms.</li> </ul> <p><b>Students will develop skills in:</b></p> <ul style="list-style-type: none"> <li>responding to and composing a range of complex texts</li> <li>effective communication at different levels of complexity</li> <li>independent investigation, individual and collaborative learning</li> <li>imaginative, critical and reflective thinking about meaning</li> <li>reflection as a way to evaluate their processes of composing, responding and learning.</li> </ul>	<p><b>A student:</b></p> <p><b>P1</b> describes and explains the relationships between composer, responder, text and context in particular texts.</p> <p><b>P2</b> describes and explains relationships among texts.</p> <p><b>P2A Advanced only</b> recognises different ways in which particular texts are value.</p> <p><b>P3</b> develops language relevant to the study of English.</p> <p><b>P4</b> describes and explains the ways in which language forms and features, and structures of particular texts shape meaning and influence responses.</p> <p><b>P5</b> demonstrates an understanding of the ways various textual forms, technologies and their media of production affect meaning.</p> <p><b>P6</b> engages with a wide range of texts to develop a considered and informed personal response.</p> <p><b>P7</b> selects appropriate language forms and features, and structures to explore and express ideas and values.</p> <p><b>P8</b> articulates and represents own ideas in critical, interpretive and imaginative texts.</p> <p><b>P9</b> assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.</p> <p><b>P10</b> analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.</p> <p><b>P11</b> draws upon the imagination to transform experience into text.</p> <p><b>P12</b> reflects on own processes of responding and composing.</p> <p><b>P12A Advanced only</b> demonstrates a capacity to understand and use different ways of responding to and composing particular texts.</p> <p><b>P13</b> reflects on own processes of learning.</p>





## ENGLISH ADVANCED

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/english-std-adv.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-std-adv.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Area of Study: <b>Belonging</b>	40	Task 1 (15%); Task 2 (15%); Task 5 (10%)
Module A: <b>Connections</b>	20	Task 4 (20%)
Module B: <b>Shakespeare</b>	20	Task 5 (20%)
Module C: <b>Representations</b>	20	Task 3 (20%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	Area of Study: Belonging	P2, P3, P4, P6, P7, P9, P11	<b>Extended Response</b> AOS Reading Paper	15	<b>Term 1, Week 7</b> Wednesday 8 <sup>th</sup> March
2	Area of Study: Belonging	P2, P3, P4, P6, P7, P9, P11	<b>Extended Response</b> AOS Essay	15	<b>Term 1, Week 8</b> Wednesday 15 <sup>th</sup> March
3	Module C: Representations	P3, P4, P5, P6, P7, P8, P10, P13	<b>Oral Presentation</b> Module C Speaking	20	<b>Term 2, Week 2</b> Tuesday 2 <sup>nd</sup> May & Wednesday 3 <sup>rd</sup> May
4	Module A: Connections	P1, P2, P3, P5, P8, P10, P12	<b>Extended Response</b> Module A Viewing/Representing	20	<b>Term 2, Week 10</b> Wednesday 28 <sup>th</sup> June
5	Module B: Shakespeare Area of Study: Belonging	P2A, P3, P4, P5, P6, P7, P8, P9, P11, P12A	<b>Examination</b> AOS Writing (10%) and Module B Essay (20%)	30	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# PRELIMINARY ENGLISH EXTENSION 1

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop knowledge and understanding of:</i></b></p> <ul style="list-style-type: none"><li>• how and why texts are valued.</li></ul> <p><b><i>Students will develop skills in:</i></b></p> <ul style="list-style-type: none"><li>• extensive independent investigation</li><li>• theorising about texts and values based on analysis and understanding of complex ideas</li><li>• sustained composition.</li></ul>	<p><b><i>A student:</i></b></p> <p><b>1</b> understands how and why texts are valued in and appropriated into a range of contexts.</p> <p><b>2</b> develops skills in independent investigation, involving particular texts and their manifestations in various forms, and within particular cultural</p> <p><b>3</b> develops skills in extended composition in a range of modes and media for different audiences and purposes/contexts.</p>



## PRELIMINARY ENGLISH EXTENSION 1

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/english-ext1.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-ext1.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Reading/Writing	30	Task 1 (10); Task 2 (10); Task 3 (10)
Speaking/Listening	10	Task 4 (10)
Viewing/Representing	10	Task 4 (10)
	<b>50</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	Reading/Writing	1, 2, 3	<b>Extended Response + Hand-in Task</b> Creative Writing and journal and reflection	10	<b>Term 1, Week 11</b> Tuesday 4 <sup>th</sup> April
2	Reading/Writing	1, 2, 3	<b>Extended Response</b> Extended response on Katherine Mansfield Short stories	10	<b>Term 2, Week 2</b> Monday 1 <sup>st</sup> May
3	Reading/Writing	1, 2, 3	<b>Extended Response</b> Extended response on EE Cummings + Related Text	10	<b>Term 2, Week 9</b> Wednesday 21 <sup>st</sup> June
4	Speaking/Listening Viewing/Representing	1, 2, 3	<b>Oral Presentation</b> Project and multi-modal presentation and journal submission	20	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>50</b>	

\*N.B. 1 unit Extension courses are assessed out of a total of 50 marks. All weightings are as a proportion out of 50, not a percentage.

# FRENCH CONTINUERS

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



## FRENCH CONTINUERS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/french-continuers.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/french-continuers.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Listening and Responding	30	Task 4 (15%); Task 5 (15%)
Reading and Responding	40	Task 2 (20%); Task 5 (20%)
Writing in French	10	Task 1 (5%); Task 5 (5%)
Speaking	20	Task 3 (10%); Task 5 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	Writing in French	1.2, 1.4, 2.1, 2.2, 2.3 4.1, 4.2, 4.3	<b>Test</b> (in class) <ul style="list-style-type: none"> <li>Writing in French (5%)</li> </ul>	5	<b>Term 1, Week 8</b> Thursday 16 <sup>th</sup> March
2	Reading and Responding	1.2, 1.3, 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	<b>Examination</b> Mid-course <ul style="list-style-type: none"> <li>Reading and Responding (20%)</li> </ul>	20	<b>Term 2, Week 4</b> Assessment Block 1
3	Speaking	1.1, 1.2, 1.3, 2.1, 2.3, 4.2	<b>Oral Task</b> Conversation	10	<b>Term 2, Week 8</b> Thursday 15 <sup>th</sup> June & Friday 16 <sup>th</sup> June
4	Listening and Responding	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<b>Aural Task</b> In class listening test	15	<b>Term 3, Week 2</b> Thursday 27 <sup>th</sup> July
5	Listening and responding Reading and Responding Writing in French Speaking	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	<b>Examination</b> End-of-course <ul style="list-style-type: none"> <li>Listening and responding (15%)</li> <li>Reading and Responding (20%)</li> <li>Writing in French (5%)</li> <li>Speaking (10%)</li> </ul>	50	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# GEOGRAPHY

Objectives	Preliminary Course Outcomes
<p><b><i>The student will develop knowledge and understanding about:</i></b></p> <ol style="list-style-type: none"> <li>1. the characteristics and spatial distribution of environments.</li> <li>2. the processes that form and transform the features and patterns of the environment.</li> <li>3. the global and local forces which impact on people, ecosystems, urban places and economic activity.</li> <li>4. the contribution of a geographical perspective.</li> </ol> <p><b><i>The student will develop skills to:</i></b></p> <ol style="list-style-type: none"> <li>1. investigate geographically.</li> <li>2. communicate geographically.</li> </ol>	<p><b><i>A student:</i></b></p> <p><b>P1</b> Differentiates between spatial and ecological dimensions in the study of geography.</p> <p><b>P2</b> Describes the interactions between the four components which define the biophysical environment.</p> <p><b>P3</b> Explains how a specific environment functions in terms of biophysical factors.</p> <p><b>P4</b> Analyses changing demographic patterns and processes.</p> <p><b>P5</b> Examines the geographical nature of global challenges confronting humanity.</p> <p><b>P6</b> Identifies the vocational relevance of a geographical perspective.</p> <p><b>P7</b> Formulates a plan for active geographical inquiry.</p> <p><b>P8</b> Selects, organises and analyses relevant geographical information from a variety of sources.</p> <p><b>P9</b> Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries.</p> <p><b>P10</b> Applies mathematical ideas and techniques to analyse geographical data.</p> <p><b>P11</b> Applies geographical understanding and methods ethically and effectively to a research project .</p> <p><b>P12</b> Communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.</p>



## GEOGRAPHY

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/geography.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/geography.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of course content	40	Task 2 (15%); Task 4 (25%)
Geographical tools and skills	20	Task 2 (7%); Task 4 (13%)
Geographical inquiry and research, including fieldwork	20	Task 3 (20%)
Communication of geographical information, ideas and issues in appropriate forms	20	Task 1 (20%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Communication of geographical information, ideas and issues in appropriate forms</li> </ul>	P1, P4, P8, P10, P12	<b>Research (R); and Oral Presentation (OP)</b>	20	<b>Term 1, Week 8</b> Wednesday 15 March <i>(begins)</i>
2	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Geography tools and skills</li> </ul>	P1, P2, P3, P6, P7, P8, P9, P10, P12	<b>Examination/Test (E)</b> Mid-Course Examination	20	<b>Term 2 Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Geographical inquiry and research, including fieldwork</li> </ul>	P1, P4, P7, P8, P9, P10, P11, P12	<b>Hand-in Task (H)</b> [Senior Geography Project (SGP)]	20	<b>Term 3, Week 2</b> Thursday 27 July 2017
4	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Geography tools and skills</li> </ul>	P1, P2, P3, P6, P7, P8, P9, P10, P12	<b>Examination/Test (E)</b> End of Course Examination	40	<b>Term 3 Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# INFORMATION PROCESSES AND TECHNOLOGY

Objectives	Preliminary Course Outcomes
<p><b>Students will develop:</b></p> <ol style="list-style-type: none"> <li>1. knowledge and understanding of the nature and function of information systems</li>   <li>2. knowledge and understanding of interrelationships among information processes</li>   <li>3. an understanding and appreciation of social and ethical issues pertaining to information systems, technologies and processes</li>   <li>4. an understanding and appreciation of the emerging nature of information systems, technologies and processes within a historical context</li>   <li>5. skills in the discriminatory selection and ethical use of appropriate resources and tools to support information systems</li>   <li>6. skills and techniques to creatively and methodically plan, design and implement information systems to address needs</li>   <li>7. skills in management, communication and teamwork in relation to individual and group activities.</li> </ol>	<p><b>A student:</b></p> <p><b>P1.1</b> describes the nature of information processes and information technology</p> <p><b>P1.2</b> classifies the functions and operations of information processes and information technology</p> <p><b>P2.1</b> identifies and describes the information processes within an information system</p> <p><b>P2.2</b> recognises and explains the interdependence between each of the information processes</p> <p><b>P3.1</b> identifies and describes social and ethical issues</p> <p><b>P4.1</b> describes the historical development of information systems and relates these to current and emerging technologies</p> <p><b>P5.1</b> selects and ethically uses computer based and non-computer based resources and tools to process information</p> <p><b>P6.1</b> analyses and describes an identified need</p> <p><b>P6.2</b> generates ideas, considers alternatives and develops solutions for a defined need</p> <p><b>P7.1</b> recognises, applies and explains management and communication techniques used in individual and team-based project work</p> <p><b>P7.2</b> uses and justifies technology to support individuals and teams</p>





## INFORMATION PROCESSES AND TECHNOLOGY

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/ipt.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/ipt.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Introduction to Information Skills and Systems	20	Task 1 (15%); Task 3 (5%)
Tools for Information Processes	50	Task 1 (10%); Task 2 (25%); Task 3 (15%)
Developing Information Systems	30	Task 1 (5%); Task 2 (15%); Task 3 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>▪ Introduction to Information Skills and Systems</li> <li>▪ Tools for Information Processes</li> <li>▪ Developing Information Systems</li> </ul>	P.1.1, P1.2, P2.1, P2.2, P3.1, P4.1	<b>Hand-In Task</b> Case Study on an Information System	30	<b>Term 2, Week 2</b> Thursday 4 <sup>th</sup> May
2	<ul style="list-style-type: none"> <li>▪ Tools for Information Processes</li> <li>▪ Developing Information Systems</li> </ul>	P2.1, P2.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	<b>Hand-In Task</b> Development of an E-Learning system	40	<b>Term 3, Week 5</b> Wednesday 16 <sup>th</sup> August
3	<ul style="list-style-type: none"> <li>▪ Introduction to Information Skills and Systems</li> <li>▪ Tools for Information Processes</li> <li>▪ Developing Information Systems</li> </ul>	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	<b>Examination</b> End-of-Course Examination	30	<b>Term 3, Week 8-9</b> Assessment Block 2
				<b>100</b>	

# JAPANESE CONTINUERS

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



## JAPANESE CONTINUERS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/japanese-continuers.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/japanese-continuers.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Listening and Responding	30	Task 3 (15%); Task 4 (15%)
Reading and Responding	40	Task 2 (20%); Task 4 (20%)
Writing in Japanese	10	Task 1 (5%); Task 4 (5%)
Speaking	20	Task 2 (10%); Task 4 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	Writing in Japanese	1.2, 1.4, 2.1, 2.2, 2.3 4.1, 4.2, 4.3	<b>Examination</b> In class test <ul style="list-style-type: none"> <li>Writing in Japanese</li> </ul>	5	<b>Term 1, Week 8</b> Wednesday 15 <sup>th</sup> March
2	Reading and Responding Speaking	1.1,1.2, 1.3,1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	<b>Examination</b> Mid-course exam <ul style="list-style-type: none"> <li>Reading and Responding (20%)</li> <li>Speaking (10%)</li> </ul>	30	<b>Term 2, Week 4</b> Assessment Block 1
3	Listening and Responding	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	<b>Aural Task</b> In class test	15	<b>Term 2, Week 9</b> Wednesday 21 <sup>st</sup> June
4	Listening and responding Reading and Responding Writing in Japanese Speaking	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	<b>Examination</b> End-of-course <ul style="list-style-type: none"> <li>Listening and responding (15%)</li> <li>Reading and Responding (20%)</li> <li>Writing in Japanese (5%)</li> <li>Speaking (10%)</li> </ul>	50	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# LATIN CONTINUERS

Objectives	Preliminary Course Outcomes
<p><i>Students will develop the ability to:</i></p> <p><b>Objective 1</b> understand seen and unseen texts written in the original Latin</p> <p><b>Objective 2</b> understand the linguistic and stylistic features and the cultural references in prescribed Latin texts</p> <p><b>Objective 3</b> understand the prescribed text as a work of literature in terms of the author's purpose</p>	<p><i>The student:</i></p> <p><b>1.1</b> applies knowledge of vocabulary and grammar</p> <p><b>1.2</b> infers the meaning of words or phrases from common patterns of word formation and from context</p> <p><b>1.3</b> translates into clear English using words appropriate to the context</p> <p><b>2.1</b> identifies, explains and analyses grammatical features</p> <p><b>2.2</b> identifies, explains and analyses stylistic features and their contribution to the literary effect achieved in the extract</p> <p><b>2.3</b> identifies metrical features of dactylic hexameters</p> <p><b>2.4</b> identifies, explains and analyses the context of an extract</p> <p><b>2.5</b> identifies, explains and analyses the cultural, historical and religious references of an extract</p> <p><b>3.1</b> identifies and discusses Roman ideas, beliefs, and arguments as revealed in the prescribed texts</p> <p><b>3.2</b> identifies and discusses the structure and literary qualities of the prescribed texts</p> <p><b>3.3</b> identifies and discusses specified thematic focus areas in the prescribed texts</p>



## LATIN CONTINUERS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/latin-continuers.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/latin-continuers.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Translation	30	Task 2 (10%); Task 3 (10%); Task 4 (10%)
Grammar	15	Task 1 (5%); Task 2 (2.5%); Task 3 (2.5%); Task 4 (5%)
Comment on text	30	Task 2 (7.5%); Task 3 (7.5%); Task 4 (15%)
Unseen Translation	25	Task 1 (5%); Task 2 (5%); Task 3 (5%); Task 4 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Grammar</li> <li>Unseen Translation</li> </ul>	1.1, 1.2, 1.3 2.1	<b>Test In Class</b> <ul style="list-style-type: none"> <li>Grammar (5%)</li> <li>Unseen Translation (5%)</li> </ul>	10	<b>Term 1, Week 7</b> Monday 6 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Translation</li> <li>Grammar</li> <li>Comment on text</li> <li>Unseen Translation</li> </ul>	1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3	<b>Examination</b> Mid-course exam (Poetry text) <ul style="list-style-type: none"> <li>Translation (10%)</li> <li>Grammar (2.5%)</li> <li>Comment on text (7.5%)</li> <li>Unseen Translation (5%)</li> </ul>	25	<b>Term 2, Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Translation</li> <li>Grammar</li> <li>Comment on text</li> <li>Unseen Translation</li> </ul>	1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3	<b>Test In Class</b> (Prose text) <ul style="list-style-type: none"> <li>Translation (10%)</li> <li>Grammar (2.5%)</li> <li>Comment on text (7.5%)</li> <li>Unseen Translation (5%)</li> </ul>	25	<b>Term 2, Week 10</b> Monday 26 <sup>th</sup> June
4	<ul style="list-style-type: none"> <li>Translation</li> <li>Grammar</li> <li>Comment on text</li> <li>Unseen Translation</li> </ul>	1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3	<b>Examination</b> End of course exam <ul style="list-style-type: none"> <li>Translation (10%)</li> <li>Grammar (5%)</li> <li>Comment on text (15%)</li> <li>Unseen Translation (10%)</li> </ul>	40	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# LEGAL STUDIES

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop knowledge and understanding about:</i></b></p> <ol style="list-style-type: none"> <li>1. the nature and institutions of domestic and international law.</li> <li>2. the operation of Australian and international legal systems and the significance of the rule of law.</li> <li>3. the interrelationship between law, justice and society and the changing nature of the law.</li> </ol> <p><b><i>A student will develop skills in:</i></b></p> <ol style="list-style-type: none"> <li>4. investigating, analysing and communicating relevant legal information and issues.</li> </ol>	<p><b><i>A student:</i></b></p> <p><b>P1</b> Identifies and applies legal concepts and terminology.</p> <p><b>P2</b> Describes the key features of Australian and international law.</p> <p><b>P3</b> Describes the operation of domestic and international legal systems.</p> <p><b>P4</b> Discusses the effectiveness of the legal system in addressing issues.</p> <p><b>P5</b> Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.</p> <p><b>P6</b> Explains the nature of the interrelationship between the legal system and society.</p> <p><b>P7</b> Evaluates the effectiveness of the law in achieving justice.</p> <p><b>P8</b> Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.</p> <p><b>P9</b> Communicates legal information using well-structured responses.</p> <p><b>P10</b> Accounts for differing perspectives and interpretations of legal information and issues.</p>



## LEGAL STUDIES

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/legal-studies.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/legal-studies.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of course content	60	Task 1 (20%); Task 4 (40%)
Inquiry and research	20	Task 2 (20%)
Communication of Legal Studies information, issues and ideas in appropriate forms	20	Task 3 (20%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	P1, P2, P3, P4, P5, P6, P7, P9, P10	<b>Examination (E)</b> (Multiple Choice and Short Answers)	20	<b>Term 1, Week 10</b> Friday 31 <sup>st</sup> March
2	<ul style="list-style-type: none"> <li>Inquiry and research</li> </ul>	P2, P4, P5, P6, P8, P9, P10	<b>Research (R) &amp; Extended Response (ER)</b> (with in-school delivery)	20	<b>Term 2, Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Communication of Legal Studies information, issues and ideas in appropriate forms</li> </ul>	P1, P4, P6, P8, P9	<b>Oral Presentation (OP)</b> (Group presentation)	20	<b>Term 3, Week 3</b> Monday 31 <sup>st</sup> July (in class all week)
4	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	P1, P2, P3, P4, P5, P6, P7, P9, P10	<b>Examination/Test</b> End-of-Course Examination	40	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# MATHEMATICS GENERAL

Objectives	Preliminary Course Outcomes
<p><b>Students will develop:</b></p> <ul style="list-style-type: none"> <li>• 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 and statistical concepts</li> <li>• use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, and probability</li> <li>• use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations</li> <li>• interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and statistical graphs</li> </ul>	<p><b>A student:</b></p> <p><b>MGP-1</b> uses mathematics and statistics to compare alternative solutions to contextual problems</p> <p><b>MGP-2</b> represents information in symbolic, graphical and tabular form</p> <p><b>MGP-3</b> represents the relationships between changing quantities in algebraic and graphical form</p> <p><b>MGP-4</b> performs calculations in relation to two-dimensional and three-dimensional figures</p> <p><b>MGP-5</b> demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units</p> <p><b>MGP-6</b> models financial situations relevant to the student’s current life using appropriate tools</p> <p><b>MGP-7</b> determines an appropriate form of organization and representation of collected data</p> <p><b>MGP-8</b> performs simple calculations in relation to the likelihood of familiar events</p> <p><b>MGP-9</b> uses appropriate technology to organise information from a limited range of practical and everyday contexts</p> <p><b>MGP-10</b> justifies a response to a given problem using appropriate mathematical terminology</p>





## MATHEMATICS GENERAL

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/mathematics-general.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/mathematics-general.html)

Preliminary Component	Syllabus Weighting	Weighting Breakdown per Task
Concepts, skills and techniques	50	Task 1(10%); Task 2(15%); Task 3(25%)
Reasoning and communication	50	Task 1(10%); Task 2(15%); Task 3(25%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	MGP-1, MGP-2 MGP-3	<b>Examination</b> In class Assessment task Concepts, skills and technique (10%) Reasoning and communication skills (10%)	20	<b>Term 1, Week 7</b> Monday 6 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	MGP-1, MGP-2, MGP-4, MGP- 5, MGP-7, MGP-8	<b>Examination</b> Formal Examination Concepts, skills and technique (15%) Reasoning and communication skills (15%)	30	<b>Term 2, Week 4</b> Assessment Block 1
4	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	MGP-1 to MGP-10	<b>Examination</b> Formal Examination Concepts, skills and technique (25%) Reasoning and communication skills (25%)	50	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# MATHEMATICS

Objectives	Preliminary Course Outcomes
<p><b>Students will develop:</b></p> <ul style="list-style-type: none"> <li>• appreciation of the scope, usefulness, beauty and elegance of mathematics</li> <li>• the ability to reason in a broad range of mathematical contexts</li> <li>• skills in applying mathematical techniques to the solution of practical problems</li> <li>• understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions</li> <li>• the ability to interpret and communicate in a variety of forms</li> </ul>	<p><b>A student:</b></p> <p><b>P1</b> demonstrates confidence in using mathematics to obtain realistic solutions to problems</p> <p><b>P2</b> provides reasoning to support conclusions which are appropriate to the context</p> <p><b>P3</b> performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities</p> <p><b>P4</b> chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques</p> <p><b>P5</b> understands the concept of a function and the relationship between a function and its graph</p> <p><b>P6</b> relates the derivative of a function to the slope of its graph</p> <p><b>P7</b> determines the derivative of a function through routine application of the rules of differentiation</p> <p><b>P8</b> understands and uses the language and notation of calculus</p>



## MATHEMATICS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/mathematics-advanced.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/mathematics-advanced.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Concepts, skills and techniques	50	Task 1 (10%); Task 2 (15%); Task 3 (25%)
Reasoning and communication	50	Task 1 (10%); Task 2 (15%); Task 3 (25%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	P2, P3	<b>Examination</b> In class Assessment task Concepts, skills and technique (10%) Reasoning and communication skills (10%)	20	<b>Term 1, Week 6</b> Tuesday 28 <sup>th</sup> February
2	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	P2, P3, P4, P5	<b>Examination</b> Formal Examination Concepts, skills and technique (15%) Reasoning and communication skills (15%)	30	<b>Term 2, Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	P1 – P8	<b>Examination</b> Formal Examination Concepts, skills and technique (25%) Reasoning and communication skills (25%)	50	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# MATHEMATICS - EXTENSION 1

Objectives	Preliminary Course Outcomes
<p><b>Students will develop:</b></p> <ul style="list-style-type: none"> <li>• appreciation of the scope, usefulness, beauty and elegance of mathematics</li> <li>• the ability to reason in a broad range of mathematical contexts</li> <li>• skills in applying mathematical techniques to the solution of practical problems</li> <li>• understanding of the key concepts of calculus and the ability to differentiate and integrate a range of functions</li> <li>• The ability to interpret and communicate in a variety of forms</li> </ul>	<p><b>A student:</b></p> <p><b>PE1</b> appreciates the role of mathematics in the solution of practical problems</p> <p><b>PE2</b> uses multi-step deductive reasoning in a variety of contexts</p> <p><b>PE3</b> solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations</p> <p><b>PE4</b> uses the parametric representation together with differentiation to identify geometric properties of parabolas</p> <p><b>PE5</b> determines derivatives which require the application of more than one rule of differentiation</p> <p><b>PE6</b> makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations</p>



# MATHEMATICS - EXTENSION 1

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/mathematics-advanced.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/mathematics-advanced.html)

Preliminary Component	Syllabus Weighting	Weighting Breakdown per Task
Concepts, skills and techniques	50	Task 1 (10%); Task 2 (15%); Task 3 (25%)
Reasoning and communication	50	Task 1 (10%); Task 2 (15%); Task 3 (25%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	PE3, PE6	<b>Examination</b> Assessment task Concepts, skills and technique (10%) Reasoning and communication skills (10%)	20	<b>Term 1, Week 7</b> Tuesday 7 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	PE2, PE3, PE6	<b>Examination</b> Formal Mid-Course Examination Concepts, skills and technique (15%) Reasoning and communication skills (15%)	30	<b>Term 2, Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Concepts, skills and technique</li> <li>Reasoning and Communication</li> </ul>	PE2-PE6	<b>Examination</b> Formal End-of-Course Examination Concepts, skills and technique (25%) Reasoning and communication skills (25%)	50	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# MODERN HISTORY

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop knowledge and understanding about:</i></b></p> <p>1 key features, issues, individuals and events from the late eighteenth century to the present</p> <p>2 change and continuity over time</p> <p>3 the process of historical inquiry</p> <p>4 communicating an understanding of history</p>	<p><b><i>A student develops the skills to:</i></b></p> <p><b>P1.1</b> describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present</p> <p><b>P1.2</b> investigate and explain the key features and issues of selected studies from the eighteenth century to the present</p> <p><b>P2.1</b> identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present</p> <p><b>P3.1</b> ask relevant historical questions</p> <p><b>P3.2</b> locate, select and organise relevant information from different types of sources</p> <p><b>P3.3</b> comprehend and analyse sources for their usefulness and reliability</p> <p><b>P3.4</b> identify and account for differing perspectives and interpretations of the past</p> <p><b>P3.5</b> plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p><b>P4.1</b> use historical terms and concepts appropriately</p> <p><b>P4.2</b> communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms.</p>



## MODERN HISTORY

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/modern-history.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/modern-history.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of course content	40	Task 1 (10%); Task 5 (30%)
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	Task 2 (20%)
Historical inquiry and research	20	Task 4 (20%)
Communication of historical understanding in appropriate forms	20	Task 3 (10%); Task 4 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	P1.1, P2.1, P3.1, P3.2, P3.4, P4.1, P4.2	<b>Extended Response</b> In-class task on Case Study 1	10	<b>Term 1, Week 8</b> Wednesday 15 <sup>th</sup> March
2	<ul style="list-style-type: none"> <li>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</li> </ul>	P1.1, P3.1, P3.2, P3.3, P4.1, P4.2	<b>Examination</b> Source study & extended response on Case Study 2	20	<b>Term 2, Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Communication of historical understanding in appropriate forms</li> </ul>	P3.2, P3.3, P3.5, P4.1, P4.2	<b>Oral Presentation</b> Case Study 3	10	<b>Term 2, Week 8</b> Tuesday 13 <sup>th</sup> June (begins - all week in class)
4	<ul style="list-style-type: none"> <li>Historical inquiry and research</li> <li>Communication of historical understanding in appropriate forms</li> </ul>	P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, P3.4, P3.5, P4.1, P4.2	<b>Hand-in</b> Historical Investigation	30	<b>Term 3, Week 2</b> Friday 28 <sup>th</sup> July
5	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> </ul>	P1.1, P2.1, P3.2, P3.3, P3.4, P4.1, P4.2	<b>Examination</b> Core & Case Study 3	30	<b>Term 3, Week 8-9</b> Assessment Block 2
				<b>100</b>	

## MUSIC 2

Objectives	Preliminary Course Outcomes
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through performance, composition, musicology and aural activities</li>   <li>• develop the ability to synthesise ideas and evaluate music critically</li>   <li>• develop an awareness and understanding of the impact of technology on music</li>   <li>• develop personal values about music.</li> </ul>	<p><b>Through activities in performance, composition, musicology and aural, a student:</b></p> <p><b>P1</b> confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble</p> <p><b>P2</b> demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics</p> <p><b>P3</b> composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles</p> <p><b>P4</b> creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</p> <p><b>P5</b> analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations</p> <p><b>P6</b> discusses and evaluates music making constructive suggestions about performances and compositions</p> <p><b>P7</b> observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics</p> <p><b>P8</b> understands the capabilities of performing media, explores and uses current technologies as studied</p> <p><b>P9</b> identifies, recognises, experiments with, and discusses the use of technology in music</p> <p><b>P10</b> performs as a means of self-expression and communication</p> <p><b>P 11</b> demonstrates a willingness to participate in performance, composition, musicology and aural activities</p> <p><b>P12</b> demonstrates a willingness to accept and use constructive criticism</p>





## MUSIC 2

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/music-2.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/music-2.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Performance	25	Task 3a (10%); Task 4c (15%)
Composition	25	Task 2a (10%); Task4b (15%)
Musicology	25	Task 1 (10%); Task3b (5%) Task 4a (10%)
Aural	25	Task 3c (5%); Task 4a (15%); Task 4d (5%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	Musicology	P2, P5, P6, P7, P8, P9	<b>Oral Presentation</b> Additional Topic Integrated Assessment: Seminar presentation (10%)	10	<b>Term 1, Weeks 7-8</b> Monday 6 <sup>th</sup> March <i>(begins)</i>
2	Composition	P2, P3, P4, P5, P8, P9	<b>Hand-in Task</b> Additional Topic Integrated Assessment: a. Progress of original composition (5%) and portfolio (5%)	10	<b>Term 2, Week 3</b> Friday 12 <sup>th</sup> May
3	Performance Aural	P1, P2, P8, P6, P7, P10	<b>Practical/Performance, Aural, Oral Presentation</b> a. ONE performance (Mandatory Topic) (10%) and b. Viva Voce (5%) c. Sight-singing (5%)	20	<b>Term 2, Week 4</b> Assessment Block 1
4	Musicology Aural Performance Composition	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	<b>Aural, Hand-in, Practical/Performance, Exam</b> a. Musicology/Aural Written exam (25%) b. Final original composition (15%) c. TWO Performances (Mandatory and/or Additional Topic) (15%) d. Sight-singing (5%)	60	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# PDHPE- PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop:</i></b></p> <ul style="list-style-type: none"> <li>• knowledge and understanding of the factors that affect health</li> <li>• a capacity to exercise influence over personal and community health outcomes</li> <li>• knowledge and understanding about the way the body moves</li> <li>• an ability to take action to improve participation and performance in physical activity</li> <li>• an ability to apply the skills of critical thinking, research and analysis</li> </ul>	<p><b><i>A student:</i></b></p> <p><b>P1</b> identifies and examines why individuals give different meanings to health</p> <p><b>P2</b> explains how a range of health behaviours affect an individual's health</p> <p><b>P3</b> describes how an individual's health is determined by a range of factors</p> <p><b>P4</b> evaluates aspects of health over which individuals can exert some control</p> <p><b>P5</b> describes factors that contribute to effective health promotion</p> <p><b>P6</b> proposes actions that can improve and maintain an individual's health</p> <p><b>P7</b> explains how body systems influence the way the body moves</p> <p><b>P8</b> describes the components of physical fitness and explains how they are monitored</p> <p><b>P9</b> describes biomechanical factors that influence the efficiency of the body in motion</p> <p><b>P10</b> plans for participation in physical activity to satisfy a range of individual needs</p> <p><b>P11</b> assesses and monitors physical fitness levels and physical activity patterns</p> <p><b>P12</b> demonstrates strategies for the assessment, management and prevention of injuries in first aid settings</p> <p><b>P15</b> forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p><b>P16</b> uses a range of sources to draw conclusions about health and physical activity concepts</p> <p><b>P17</b> analyses factors influencing movement and patterns of participation.</p>



## PDHPE- PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdhpe.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdhpe.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of: <ul style="list-style-type: none"> <li>- Factors that affect health</li> <li>- The way the body moves</li> </ul>	40	Task 2 (20%); Task 4 (20%)
1. Skills in: <ul style="list-style-type: none"> <li>A. Influencing personal and community health</li> <li>B. Taking action to improve participation and performance in physical activity</li> </ul>	30	Task 1 (15%); Task 3 (15%)
2. Skills in critical thinking, research and analysis	30	Task 1 (5%) Task 2 (5%) Task 3 (5%) Task 4 (15%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	1. Skills (B) 2. Skills	P8, P11	<b>Research</b> Research fitness tests and evaluate their effectiveness at predicting performance	20	<b>Term 1, Week 8</b> Friday 17 <sup>th</sup> March
2	Knowledge 2.Skills	P7, P9, P12	<b>Examination</b> Mid-course Exam	25	<b>Term 2, Weeks 3-4</b> Assessment Block 1
3	1. Skills (A) 2. Skills	P3 P4	<b>Test</b> In Class Task The degree of control an individual has over their health	25	<b>Term 3, Week 1</b> Friday 21 <sup>st</sup> July
4	Knowledge 2.Skills	P1, P2, P5, P6, P7, P8, P9	<b>Examination</b> End-of-Course Exam	35	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# PHYSICS

Objectives	Preliminary Course Outcomes
<p><b><i>Students will develop knowledge and understanding of:</i></b></p> <ol style="list-style-type: none"> <li>1. the history of physics</li> <li>2. the nature and practice of physics</li> <li>3. applications and uses of physics</li> <li>4. implications for society and the environment</li> <li>5. current issues, research and developments in physics</li> <li>6. kinematics and dynamics</li> <li>7. energy</li> <li>8. waves</li> <li>9. fields</li> <li>10. matter</li> <li>11. planning investigations</li> <li>12. conducting investigations</li> <li>13. communicating information and understanding</li> <li>14. developing scientific thinking and problem-solving techniques</li> <li>15. working individually and in teams</li> </ol>	<p><b><i>A student develops the skills to:</i></b></p> <p><b>P1</b> outlines the historical development of major principles, concepts and ideas in physics</p> <p><b>P2</b> applies the processes that are used to test and validate models, theories and laws of science with particular emphasis on first-hand investigations in physics</p> <p><b>P3</b> assesses the impact of particular technological advances on understanding in physics</p> <p><b>P4</b> describes applications of physics which affect society or the environment</p> <p><b>P5</b> describes the scientific principles employed in particular areas of research in physics</p> <p><b>P6</b> describes the forces acting on an object which causes changes in its motion</p> <p><b>P7</b> describes the effects of energy transfers and energy transformations</p> <p><b>P8</b> explains wave motions in terms of energy sources and the oscillations produced</p> <p><b>P9</b> describes the relationship between force and potential energy in fields</p> <p><b>P10</b> describes theories and models in relation to the origins of matter and relates these to the forces involved</p> <p><b>P11</b> identifies and implements improvements to investigation plans</p> <p><b>P12</b> discusses the validity and reliability of data gathered from first-hand investigations and secondary sources</p> <p><b>P13</b> identifies appropriate terminology and reporting styles to communicate information and understanding in physics</p> <p><b>P14</b> draws valid conclusions from gathered data and information</p> <p><b>P15</b> implements strategies to work effectively as an individual or as a member of a team</p>



# PHYSICS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/physics.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/physics.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of (Knowledge P1 – P10): <ul style="list-style-type: none"> <li>the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics</li> <li>kinematics and dynamics, energy, waves, fields and matter</li> </ul>	40	Task 1 (10%); Task 2 (5%) Task 4 (25%)
Skills in (Practical P11 – P12): <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources</li> </ul>	30	Task 1 (10%); Task 3 (20%)
Skills in (Processing P13 - P15): <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	30	Task 1 (10%); Task 2 (10%) Task 4 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Processing skills</li> <li>Practical skills</li> </ul>	P1 to P15	<b>Open-ended Investigation and Depth Study Hand-in Task</b> Knowledge (10%) Processing (10%) Practical (10%)	30	<b>Term 1, Week 11</b> Wednesday 5 <sup>th</sup> April
2	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Processing skills</li> </ul>	P1 to P10 P13 to P15	<b>Knowledge and Processing Task</b> Knowledge (5%) Processing (10%)	15	<b>Term 2, Week 4</b> Assessment Block 1
3	<ul style="list-style-type: none"> <li>Practical skills</li> </ul>	P11 to P12	<b>Practical Task</b> Practical (20%)	20	<b>Term 3, Week 3</b> Friday 4 <sup>th</sup> August
4	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Processing skills</li> </ul>	P1 to P10 P13 to P15	<b>Examination – End of Course</b> Knowledge (25%) Processing (10%)	35	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	

# PSYCHOLOGY

Objectives	Preliminary Course Outcomes
<p><b><i>A student develops knowledge and understanding about:</i></b></p> <ol style="list-style-type: none"> <li>1. Meaning and development of modern psychology</li> <li>2. The main schools of thought in psychology</li> <li>3. Research skills in psychology</li> <li>4. Abnormal psychology</li> <li>5. Brain structure and function – physiology</li> <li>6. Model-medical diagnosis</li> <li>7. Forensic Psychology</li> </ol>	<p><b><i>A student will:</i></b></p> <ol style="list-style-type: none"> <li><b>1.1</b> describe the contribution of key people in the development of psychology</li> <li><b>1.2</b> identify the major components of the cerebral cortex</li> <li><b>1.3</b> describe the cognitive &amp; behavioral functions of the brain</li> <li><b>2.1</b> explain the various states of consciousness</li> <li><b>2.2</b> evaluate psychological tests for personality</li> <li><b>2.3</b> explain the basis of classical &amp; operant conditioning</li> <li><b>3.1</b> identify factors affecting human behavior</li> <li><b>3.2</b> discuss the concept of normality</li> <li><b>3.3</b> evaluate the six approaches to describing normality</li> <li><b>4.1</b> locate, research and comprehend information from a variety of sources</li> <li><b>4.2</b> process and evaluate information from a variety of written and audio visual sources</li> <li><b>4.3</b> communicate ideas and opinions in oral and written form</li> </ol>



## PSYCHOLOGY

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of course content	60	Task 1 (20%); Task 2 (20%); Task 3 (10%); Task 4 (10%)
Skills: analysis, synthesis and evaluation of information from a variety of sources	40	Task 3 (20%); Task 4 (20%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	Abnormal psychology	P3.1, P3.3, P4.2, P4.3	<b>Hand-in</b> Essay	20	<b>Term 1, Week 11</b> Tuesday 4 <sup>th</sup> April
2	Physiological psychology	P1.2, P1.3, P3.1	<b>Examination</b> Knowledge exam	20	<b>Term 2, Week 8</b> Thursday 15 <sup>th</sup> June
3	Functional psychology 1	P4.1, P4.2, P4.3	<b>Oral Presentation</b> Group research & presentation	30	<b>Term 3, Week 4</b> Monday 7 <sup>th</sup> August <i>(all week in class)</i>
4	Functional psychology 2	P4.1, P4.2, P4.3	<b>Hand-in Task</b> Personal Interest Project	30	<b>Term 3, Week 6</b> Tuesday 22 <sup>nd</sup> August
				<b>100</b>	

# TEXTILES AND DESIGN

Objectives	Preliminary Course Outcomes
<p><b>Students will develop:</b></p> <ol style="list-style-type: none"> <li>1. knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications</li> <li>2. practical skills in design and manipulation of textiles through the use of appropriate technologies</li> <li>3. the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items</li> <li>4. skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses</li> <li>5. knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries</li> <li>6. an appreciation of the significance of textiles in society.</li> </ol>	<p><b>A student:</b></p> <p><b>P1.1</b> describes the elements and principles of design and uses them in a variety of applications</p> <p><b>P1.2</b> identifies the functional and aesthetic requirements and features of a range of textile items</p> <p><b>P2.1</b> demonstrates the use of a variety of communication skills, including computer-based technology</p> <p><b>P2.2</b> develops competence in the selection and use of appropriate manufacturing techniques and equipment</p> <p><b>P2.3</b> manages the design and manufacture of textile projects</p> <p><b>P3.1</b> identifies properties of a variety of fabrics, yarns and fibres</p> <p><b>P3.2</b> justifies the selection of fabrics, yarns and fibres for end-uses</p> <p><b>P4.1</b> identifies and selects textiles for specific end-uses based on analysis of experimentation</p> <p><b>P5.1</b> examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context</p> <p><b>P5.2</b> investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries</p> <p><b>P6.1</b> identifies and appreciates the factors that contribute to the quality and value of textiles in society</p>





# TEXTILES AND DESIGN

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/textiles-design.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/textiles-design.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Knowledge and understanding of textiles and the textile industry	50	Task 1 (5%); Task 2 (20%); Task 3 (25%)
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate	50	Task 1 (25%); Task 3 (20%); Task 3 (5%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Knowledge and understanding of textiles and the textile industry</li> <li>Skills in design, manipulation, experimentation, analysis, manufacture, and selection of Textiles for specific end purposes using appropriate technologies</li> </ul>	P1.1, P1.2, P2.1 P2.2, P2.3, P4.1	<b>Practical/Hand-In</b> Design Project 1	30	<b>Term 2, Week 3</b> Monday 8 <sup>th</sup> May
2	<ul style="list-style-type: none"> <li>Skills in design, manipulation, experimentation, analysis, manufacture, and selection of textiles for specific end purposes using appropriate technologies</li> <li>Knowledge and understanding of textiles and the textile industry</li> </ul>	P1.1, P1.2, P2.1, P2.2 P2.3, P3.1, P3.2	<b>Practical/Hand-In</b> Design Project 2	40	<b>Term 3, Week 10</b> Wednesday 20 <sup>th</sup> September
3	<ul style="list-style-type: none"> <li>Knowledge and understanding of textiles and the textile industry</li> <li>Skills in design, manipulation, experimentation, analysis, manufacture, and selection of textiles for specific end purposes using appropriate technologies</li> </ul>	P1.1, P1.2, P2.2, P3.1, P3.2, P4.1, P5.1, P6.1	<b>Examination</b> Design, Properties and Performance, ATCF AI & MTP	30	<b>Term 3, Weeks 8-9</b> Assessment Block 2
				<b>100</b>	





## VISUAL ARTS

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/visual-arts.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/visual-arts.html)

Preliminary Course Component	Syllabus Weighting	Weighting Breakdown per Task
Artmaking	50	Task 1 (10%); Task 2 (20%); Task 4 (20%)
Art Criticism and Art History	50	Task 1 (25%); Task 3 (25%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Art Criticism and Art History Conceptual Frameworks, Frames</li> <li>Artmaking</li> </ul>	P10 P1	<b>Research Task &amp; Oral Presentation</b> Based on Case study (25%) <b>Hand-in Task</b> Practical portfolio and Visual Arts Diary. (10%)	35	<b>Term 1, Week 8 (R+OP)</b> Monday 13 <sup>th</sup> March <b>Term 1 week 11 (H)</b> Monday 3 <sup>rd</sup> April
2	<ul style="list-style-type: none"> <li>Artmaking</li> </ul>	P4 P5 P6	<b>Hand-in Task</b> Body of Work Explorations of the forms of representation related to the practical work.	20	<b>Term 2, Week 10</b> Monday 26 <sup>th</sup> June
3	<ul style="list-style-type: none"> <li>Art Criticism and Art History Artists practice</li> </ul>	P7 P8 P9	<b>Examination</b> Case studies relating to artist practice, conceptual framework and the frames	25	<b>Term 3, Weeks 8-9</b> Assessment Block 2
4	<ul style="list-style-type: none"> <li>Artmaking</li> </ul>	P2 P3 P5 P6	<b>Hand-in Task</b> Body of Work Final submission of Practical portfolio and Visual Art Diary reflecting students' knowledge and development in artmaking.	20	<b>Term 3, Week 10</b> Monday 18 <sup>th</sup> September
				<b>100</b>	

# VISUAL DESIGN

Objectives	Preliminary Course Outcomes
<p><b>Students will develop:</b></p> <ol style="list-style-type: none"> <li>1. knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment</li> <li>2. knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design</li> </ol>	<p><b>A student:</b></p> <p><b>DM1</b> generates a characteristic style that is increasingly self-reflective in their design practice</p> <p><b>DM2</b> explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p><b>DM3</b> investigates different points of view in the making of designed works</p> <p><b>DM4</b> generates images and ideas as representations/simulations</p> <p><b>DM5</b> develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p><b>DM6</b> takes into account issues of Work Health and Safety in the making of a range of works</p> <p><b>CH1</b> generates in their critical and historical practice ways to interpret and explain design</p> <p><b>CH2</b> investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</p> <p><b>CH3</b> distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p><b>CH4</b> explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>



# VISUAL DESIGN

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/visual-design.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/visual-design.html)

Preliminary Course Components	Syllabus Weighting	Weighting Breakdown per Task
Designing and Making	70	Task 1 (10%); Task 2; (30%) Task 3 (30%)
Art Criticism and Art History	30	Task 1 (10%); Task 2 (10%); Task 3 (10%)
	<b>100</b>	

Task	Components Covered	Outcomes	Task Description	Weighting	Date
1	<ul style="list-style-type: none"> <li>Designing and making</li> <li>Art Criticism and Art History</li> </ul>	DM3, DM5, CH1	<b>Hand-in Task (BOW) and Oral Presentation</b> Graphic Design (10%) Oral Presentation (10%)	20	<b>Term 1 Week 10 (OP)</b> Wednesday 29 <sup>th</sup> March <b>Term 1, Week 11 (H)</b> Wednesday 5 <sup>th</sup> April
2	<ul style="list-style-type: none"> <li>Designing and making</li> <li>Art Criticism and Art History</li> </ul>	DM1, DM2, CH2	<b>Hand-in Task (BOW) and Research Task</b> Wearable Design- Clothing and Image Visual Diary (30%) Research Task (10%)	40	<b>Term 2, Week 10</b> Wednesday 28 <sup>th</sup> June
3	<ul style="list-style-type: none"> <li>Designing and making</li> <li>Art Criticism and Art History</li> </ul>	DM1, DM5, CH3, CH4	<b>Hand-in Task (BOW) and Research Task</b> Photography and Visual Art Diary - final submission reflecting development in designing and making. (30%) Research Task (10%)	40	<b>Term 3, Week 10</b> Wednesday 20 <sup>th</sup> September
				<b>100</b>	