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Where will you find it?

This booklet should provide you with some of the answers you may have in regard to your subject selection and commencement of your senior studies at All Saints’ College. If you can’t find the answer to your questions here, please see Mr Greg Jones (g.jones@saints.nsw.edu.au).

ALL COURSES BEING OFFERED IN THE FIRST ROUND OF SELECTION AT ALL SAINTS’ COLLEGE FOR THE HIGHER SCHOOL CERTIFICATE IN 2018 ARE LISTED ALPHABETICALLY IN THE PAGES FOLLOWING.

STUDENTS MUST REALISE THAT THOSE COURSES ATTRACTING INSUFFICIENT INTEREST WILL BE WITHDRAWN FROM THE COLLEGE PROGRAM.

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A Note on Selection of Courses

The process of selecting courses for Years 11 and 12 is a difficult one and I wish students and parents well in this process. Please discuss issues with staff – class teachers, Heads of Department, Heads of House, Mrs Memory Sanders (Careers) or myself. All will be keen to assist.

I believe that the following are the most important factors to consider with regard to course selection –

1. **Interest.** Students will be more likely to gain satisfaction, and to succeed, in areas that they find interesting.

2. **Aptitude.** People have strengths in different areas. It is good to challenge yourself, but be realistic. If you have struggled in a subject to this point, remember that the work will be harder in Year 11. It is important to choose an appropriate level. It is better to “succeed” at an appropriate level than to “fail” at a level that is too difficult.

3. **Career aspirations.** Universities now generally refer to “assumed knowledge” rather than “prerequisites”. If you are keen to study a particular tertiary course, check if there are any HSC courses that are listed as assumed knowledge. This information is contained in the UAC guide - see Mrs Memory Sanders for further information. You can also contact universities yourself for clarification. Students who do not have definite ideas about future careers can leave options open by selecting particular courses – for example the 2 unit Mathematics course is assumed knowledge for many tertiary courses. On the other hand, if Maths is simply not your area there is little point in taking this course! Some universities are tightening their requirements for levels of mathematics for some courses. Students can check directly with universities, usually via their websites. For example sydney.edu.au/study/maths.html has details regarding Sydney University’s requirements.

Students and parents should also consider the overall pattern of courses that a student is studying. For example, many people find Physics and Chemistry to be very demanding courses. A particular student may be able to handle one of these – but a combination of, say, Advanced English, Physics, Chemistry and Extension Maths may be too much! As part of the process, students will need to get the Head of Department of some subjects to indicate approval of the level being requested.

Students, with their parents, are asked to make a selection of courses that they wish to study in Year 11, 2017. You are asked to select your level of English then Mathematics (you may choose the level of Mathematics, or indicate your preference to not include it in your Senior Studies), and then a **further eight choices** in order of preference. Most students will actually study English plus five other two unit courses.

The information from these subject selections is used to carry out the following processes:

1. **to determine the courses that will run in Year 11, 2017.** Note that courses that fail to attract sufficient numbers will not run. There is no rigid rule regarding the minimum number for a course – other factors include teacher availability, and whether the course was high or low in the preferences of the students who selected it.

2. **to set the subject lines.** We will carefully set the lines to best suit the wishes of the majority of students. Inevitably there will be some clashes where students are unable to study a particular combination of subjects.

3. **once the lines are set, students will be asked to select subjects from the set lines.** Again, courses that fail to attract sufficient numbers at this stage of the process will not run. It is, therefore, important that students list their choices carefully as **once lines are set, they cannot be changed.**

Some students may be able to study all the subjects they originally chose, but many will find that this is not possible because particular subjects do not finally run, or because of clashes involving the subject lines. Unfortunately it is inevitable that such clashes will occur for some students. Please be assured that I engage in an exhaustive (and exhausting) process to minimise problems.

Once again, please approach myself or other staff members to clarify or discuss any issues.

Greg Jones
Timetabler
June 2016
HSC Explanation and General Guidelines

The following is a guideline to help you understand the pattern of courses. Please read this information carefully. All courses offered for the Higher School Certificate have a Unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Unit. Each Unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each Unit has a value of 50 marks. Hence a 2 Unit course has a value of 100 marks.

2 UNITS = 4 hours per week (120 hours per year) = 100 marks

2 Unit Course

This is the basic structure for all courses. It has a value of 100 marks.

Extension Course

Extension study is available in a number of subjects. Extension courses build on the content of the 2 Unit course and carry an additional value of 1 Unit. Requiring students to work beyond the standard of the 2 Unit course, extension courses are available in English, Mathematics, History, Music, and some Languages.

English and Mathematics Extension Courses are available at both Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

Generally, extension lessons are held outside normal lesson times. For example, Extension Mathematics lessons have historically been held with 10 lessons per fortnight in the timetable and 5 lessons before school or at lunch time. Extension English lessons have historically been held mainly after school.

Prerequisites and Exclusions

- Everyone must choose to do one of the 2 unit English courses.
- English Extension can be studied with English Advanced.
- Extension 2 English can be studied in Year 12 for students who are studying Extension 1.
- Mathematics Extension can be studied with the 2 unit course, Mathematics.
- Extension 2 Mathematics can be studied in Year 12 for students who are studying Extension 1.
- Japanese Extension can be studied in Year 12 with Japanese Continuers.
- Students may not study both Music courses.
- Music Extension can be studied in Year 12 with Music 2.
- History Extension can be studied in Year 12 with Modern and/or Ancient History.
- VET courses are dual accredited – that is, they count towards your Higher School Certificate and, if successfully completed, are also recognised as Industry Qualifications. VET courses are generally Category B courses - this means that they can count towards your ATAR. However, only a maximum of 2 units of Category B courses can contribute to the ATAR. VET courses require you to complete, and demonstrate your proficiency, in various competencies and have requirements for Work Placement Hours. For this reason, students will not normally be able to study more than one VET subject at All Saints’ College. The compulsory Work Placement for these courses may involve a commitment during All Saints’ College school holidays.
- Note that a number of subjects include a requirement for project work. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. These subjects include Design & Technology, Drama and Visual Arts.
Requirements for the award of the HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

- you must have sat for and made a serious attempt at the Higher School Certificate examinations.

- you must study a minimum of 12 Units in the Preliminary course and a minimum of 10 Units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 Units from Board Developed Courses including at least 2 Units of a Board Developed Course in English
  - at least three courses of 2 Units value or greater
  - at least four subjects

- At most 6 Units of courses in Science can contribute to Higher School Certificate eligibility.

- The Board of Studies publication “Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students” contains all the HSC rules and requirements you will need to know. (This can be viewed at http://studentsonline.bos.nsw.edu.au/go/seniorstudy/how_your_HSC_works/)

- If you wish to receive the ATAR, you must study a minimum of 10 Board Developed Units in the HSC Course (including at least 2 units of English). The booklet “University Entry Requirements” published by UAC contains important information about entry to university courses, assumed knowledge and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

- The ATAR is calculated using:
  - The best 10 scaled units
  - At least 2 Units of English

- A maximum of 2 Units of Category B courses may count towards the ATAR. Category B courses include Hospitality, Information Technology, Entertainment Industry and Tourism.

- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied 6 Units from Board Developed Courses.
Assessment and Reporting

- The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

- The HSC syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

- The other 50% will come from the HSC examination. However, it should be noted that assessment marks are moderated to the same average as the exam marks so the final HSC exams hold more significance. While assessment is important you should not allow it to hinder your preparations for the final HSC exams.

- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement (Band 6).

- On satisfactory completion of your HSC you will receive a portfolio containing:
  - The HSC Testamur: the official certificate confirming your achievement of all requirements for the award.
  - The Record of Achievement: this document lists the courses you have studied and reports the marks and bands you have achieved.
  - Course Reports: for every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

Some Alternatives

Most students will complete their Preliminary and HSC courses of study over two years, studying courses offered by the College. There are, however, some alternatives that may suit some students.

Please note that any of these options are subject to the approval of the College – students would have to convince us that the course of action is in their best interests and we would need to consider the impacts on College organisation.

Students interested in pursuing any of the following options should talk with Mr Greg Jones before forwarding their written application to the Head of College. Each application for an alternative mode of study will then be considered on a case by case basis and may require an interview.
Pathways

The Board of Studies offers alternative “pathways” by which students can achieve their Higher School Certificate. This can, for example, involve studying a combination of courses from school and other institutions, or accumulating the Preliminary or HSC courses over a number of years. One option is for students to complete the Preliminary courses in Year 11, and then to study the HSC courses over two years (perhaps studying and sitting the exams in three courses each year). See above for application process.

Distance Education

Students may study a course, which is not offered by the School, through the Dubbo School of Distance Education or the Open High School. A wide variety of courses is available, including language courses. One aim of this program is to help students study their native (“background”) language. There is a cost attached to these courses, $800 per year in 2016. Some subsidies are available upon application. Students should also realise that it is challenging to study a course in this way, and that a significant degree of self-discipline and organisation is required. The College will consider whether we believe the student is suited to this type of study, and will also have to ensure that the number of students studying such courses remains within our permitted quota. A student’s approach to submitting work and meeting with their supervisor during the Preliminary course will impact on the College’s willingness to support a student’s application to study via distance education in an HSC course. See Mr Patrick Sinclair for a full description of available courses. See above for the correct application process.

TAFE (TVET) Courses

Students may elect to study courses at TAFE, through the TAFE delivered Vocational Education and Training (TVET) program. These courses count for units towards the Preliminary Certificate or HSC. Business Services and Tourism can also contribute to the ATAR. Unless otherwise indicated, these courses generally run on Wednesday afternoons, meaning that some school is missed. For this reason, students would need to convince us that the value of the course outweighs any impact on other courses. There is also a significant cost attached to these courses. Mr Patrick Sinclair can be seen for a full description of available courses. See above for the correct application process.

Subjects which may be offered through Bathurst TAFE in 2017 include:

Accounting
Animal Care – Animal Attending
Automotive – Mechanical
Aviation – Aircraft Operation
Beauty Therapy
Children’s Services
Community Recreation (Fitness)
Computer (CAD) Skills
Design – Foundation Studies
Electrotechnology – Electrical Trade

Floristry
Hairdressing
Horse Industry Skills
Nursing
Media – News Journalism
Plumbing
Screen – Film & Television Industry
Tourism
Agriculture  (2 Unit)

Course Description:
The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an ‘on-farm’, environment-orientated course. The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

Main Topics Covered:
Preliminary Course
- Overview of Australian Agriculture
- The Farm Case Study
- Plant Production
- Animal Production

HSC Course
Core Topics
- Plant/Animal Production
- Farm/Product Study
Elective Component
1 Electives is chosen from
- Agri-food, fibre and fuel technologies
- The climate challenge
- Farming for the 21st century

Particular Course Requirements:
Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process diary must be submitted to the Board of Studies.

Assessment: HSC course only

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<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tr>
<td>A 3 hour written examination</td>
<td>100</td>
<td>Knowledge &amp; understanding of:</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td>• The impacts of innovation, ethics and current issues on Australian agricultural systems</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td>• Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner.</td>
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<td></td>
<td></td>
<td>• Knowledge of and skills in decision making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>• Skills in effective research, experimentation and communication.</td>
<td>100</td>
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</table>
Ancient History (2 Unit)

Course Description:
Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. The study of ancient history gives students an understanding of the possibilities and limitations of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. It also gives them opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world. Ancient History allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past.

Main Topics Covered:

Preliminary Course (120 indicative hours)
The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites through archaeological and written sources by applying the methods used by historians, archaeologists and other related specialists and scholars.

Part I: Introduction
(a) Investigating the Past: History, Archaeology and Science
(b) Case Studies
At least ONE case study should be undertaken. The case study could be drawn from non-Mediterranean areas such as Asia, Central and South America.

Part II: Ancient Societies, Sites and Sources
At least ONE study of ancient societies, sites and sources must be undertaken. The study should be drawn from a different civilisation from that of the case study and could include non-Mediterranean examples such as Asia, Central and South America.

Part III: Historical Investigation
The investigation is designed to further develop relevant investigative, research and presentation skills.

HSC Course (120 indicative hours)
The course comprises a study of:

Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum 25%
Part II: ONE Ancient Society 25%
Part III: ONE Personality in Their Time 25%
Part IV: ONE Historical Period 25%
The course requires study from at least TWO of the following areas:
1 Egypt
2 Near East
3 Greece
4 Rome

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
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<td>A written examination consisting of:</td>
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<td>Report</td>
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<tr>
<td>Section I: Core</td>
<td>25</td>
<td>Source-based short-answer questions</td>
<td>Research Essay</td>
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<tr>
<td>Section II: Ancient Societies</td>
<td>25</td>
<td>A question in four or five parts</td>
<td>Examination/test items</td>
</tr>
<tr>
<td>Section III: Personalities in their Times</td>
<td>25</td>
<td>A question in two or three parts</td>
<td>Power Point</td>
</tr>
<tr>
<td>Section IV: Historical Periods</td>
<td>25</td>
<td>Extended response</td>
<td></td>
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Total 100
Course Description:
Biology is the study of life. The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and use substances for growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian animals and plants during the formation of the Australian continent. The HSC course builds upon the Preliminary course. It examines the processes and structures that animals and plants use to cope with changes in their environments; the inheritance of characteristics and technological advances in the application of genetics; and disease and the body’s defences. The option topics stress applications of Biology to benefit.

Main Topics Covered:

**Preliminary Course**
- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

**HSC Course**

**Core Topics**
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

**One Option from the following:**
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

*The choice of option will be made by the teacher considering student interest and aptitude and available resources.

Particular Course Requirements:
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

**Assessment: HSC course only**

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<tr>
<td>A three hour written examination</td>
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<td>Knowledge and Understanding</td>
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<tr>
<td>Core</td>
<td>75</td>
<td>Skills in: planning and conducting first hand investigations, gathering and processing first hand data, gathering and processing relevant information from secondary sources</td>
<td>30</td>
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<tr>
<td>Option</td>
<td>25</td>
<td>Skills in: communicating information and understanding, developing scientific thinking and problem solving techniques, working individually and in teams</td>
<td>30</td>
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100 100
Business Studies (2 Unit)

Course Description:
Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Main Topics Covered:

Preliminary Course
- Nature of Business
- Business Management
- Business Planning

HSC Course
- Operations
- Marketing
- Finance
- Human Resources

Assessment: HSC course only

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<td>A three hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Knowledge &amp; Understanding</td>
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<tr>
<td></td>
<td></td>
<td>Stimulus based skills</td>
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<td>Inquiry and Research</td>
<td>20</td>
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<td></td>
<td>Communication</td>
<td>20</td>
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Chemistry  (2 Unit)

Course Description:
Chemistry is the study of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level. The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds. The HSC course builds on the concepts developed in the Preliminary course expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, acid-based chemistry, the type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a wide variety of interest topics and draw on the increased information and understandings provided by improved technology to examine areas of current research.

Main Topics Covered:

Preliminary Course
• The Chemical Earth
• Metals
• Water
• Energy

HSC Course
Core Topics
• The Identification and Production of Materials
• The Acidic Environment
• Chemical Monitoring and Management

One Option from the following:
• Industrial Chemistry
• The Biochemistry of Movement
• Shipwrecks and Salvage
• The Chemistry of Art
• Forensic Chemistry

*The choice of option will be made by the teacher considering student interest and aptitude and available resources.

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

Assessment: HSC course only

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<td>Skills in: planning and conducting first hand investigations, gathering and processing first hand data, gathering and processing relevant information from secondary sources</td>
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<td>Skills in: communicating information and understanding, developing scientific thinking and problem solving techniques, working individually and in teams</td>
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Design & Technology (2 Unit)

Course Description:
WHAT ARE THE AIMS OF THE DESIGN & TECHNOLOGY COURSE?
Design and Technology provides an opportunity for students to develop their skills from previous years by designing and making products and understanding the theory that underpins technological practice. The course is dynamic, challenging and practical, suitable for any student with an interest in creative and practical problem solving. The course provides a strong foundation in a range of design and technology theory and practical based skills.

The world needs creative thinkers and problem solvers and Design and Technology provides the first stepping stone into a wide range of related careers. The demand for creative designers has never been greater, especially as the world faces up to the challenge of managing its resources in a sustainable and ethical way. The course is diverse and can cater for your personal interests and career ambitions, allowing you to focus some aspects of your studies in areas that interest you through your project work. You can build up a portfolio throughout the course which may assist you in gaining a place at University or when seeking employment. The qualification provides a foundation for entry into a broad range of University courses:


Studying Design & Technology adds breadth and balance to the HSC experience. If you like learning by doing and using your creative potential, this could be a suitable course for you.

Particular Course Requirements:
The only requirement to start the course is that you have a genuine interest in the subject and a desire to learn. Studying Design and Technology in Years 9 and 10 is not a prerequisite for the Preliminary course. Please speak to Mrs Sutton if you require further guidance.

Assessment  HSC course only
Internal Assessments: A range of investigations and project work set by the teacher and conducted throughout the course.
Major Design Project (MDP): A project of your choice which represents the full Design Process documented in a portfolio, started at the end of Year 11 and concluded around August of Year 12

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<tr>
<td>Exam Examination – 1.5Hrs</td>
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<td>Unit Test</td>
<td>10</td>
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<tr>
<td>Exam structure includes Multiple-choice, Short Answer and Extended Response type questions</td>
<td></td>
<td>Designer Case Study</td>
<td>25</td>
</tr>
<tr>
<td>Major Design Project (MDP)</td>
<td>60</td>
<td>Design Project 1</td>
<td>25</td>
</tr>
<tr>
<td>Which includes a Solution to a NEED outlined through a Portfolio and the development of a Product</td>
<td></td>
<td>Design Project 2</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yearly Examination</td>
<td>15</td>
</tr>
</tbody>
</table>

100 100

Design Specialisations:
There are a range of specialisations that students may focus on in their chosen MDP. Some of these include:
Drama (2 Unit)

Course Description:
DID YOU KNOW ONLY 30% OF THE HSC EXTERNAL DRAMA EXAM IS MANDATORY PERFORMANCE!!!

WHAT IS DRAMA?
Drama is a creative art form that explores life. Drama students use their artistic skills to collaborate with their peers in cycles of brainstorming, improvisation, devising, performing, research & reflection.

The course is 60% practical & 40% written. All topics are learnt practically, through experiencing the art form. Drama strongly engages with pop-culture and the use of the Internet, for e.g. students use digital workbooks (i.e: Wordpress blogs & vlogs) to reflect on their practical experiences. Students regularly engage with photography, film, scriptwriting and sound design using a variety of digital tools (such as iMovie, iTunes, Garageband & the Office and Adobe Creative Suites) & social media platforms (such as Youtube, Soundcloud, Storify, Pinterest, Facebook & Google Docs, as well as others).

Drama develops a unique awareness of the world and overall confidence and social skills, vocal and physical communication skills, teamwork & technology literacy. It feeds into all tertiary arts & design courses, including media, communications & IT and directly supports careers in theatre, film, television, journalism and other media, the entertainment, design & online industries, teaching and cultural arts & development.

WHAT DO WE STUDY IN YR 11?
In Topic 1 students become ‘Youtubers’ and explore the History of Acting.
In Topic 2 students study Method Acting and develop and present an emotionally-believable monologue.
In Topic 3 students experiment with Performance Art & Design & create surreal, dream-like theatrical effects.
In Topic 4 students interview their friends - to create a soundscape, as a backdrop to a Physical Theatre work.
In Topic 5 students write & present an original Television show and live Radio show.

WHAT DO WE STUDY IN YR 12?
In Topic 1 students become Directors of two Australian Drama plays designed to fully engage the audience.
In Topic 2 students employ games, acting, movement, film, music & sound to create Multi-Discipline Theatre.
In Topic 3 students devise & perform an original Group Performance of their own imagination.
In Topic 4 students present an Individual Project in the one of the following areas of study:
  - Critical Analysis (Director’s Folio)
  - Design (Set OR Costume OR Lighting OR Poster & Programme)
  - Performance
  - Scriptwriting
  - Video Drama.

Particular Course Requirements:
There are no pre-requisites for this course. An inquisitive mind, a love of technology and the willingness to test out new ideas in collaboration with others is beneficial.

External Assessment (HSC course only):

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30%</td>
</tr>
<tr>
<td>Written Examination comprising two compulsory sections:</td>
<td></td>
</tr>
<tr>
<td>• Australian Drama and Theatre (Core)</td>
<td>20%</td>
</tr>
<tr>
<td>• Studies in Drama and Theatre</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

- 14 -
Earth & Environmental Science (2 Unit)

Course Description:
Earth and Environmental Science is the study of the Earth and its processes. It explores the processes that led to the formation of the solar system and the earth, and changes that have occurred to the earth over time, including the development of living things. It also examines the systems and processes that occur in both aquatic and terrestrial environments, and the impacts of man on these processes. It incorporates aspects of the study of Geology, Biology and Geography.

The Earth and Environmental Science course includes a significant field work component. It is hoped that there will be the opportunity for a major field trip at some point during the course.

The Earth and Environmental Science course is suitable for students with a strong interest in science, but would also be of great interest to students whose main academic interests lie elsewhere, but who are interested in finding out more about the world and man’s impacts on it. The course would complement the study of Agriculture, Biology or Geography. Vocational directions leading from this course include careers relating to geology and the mining industry, and also in the areas of environmental assessment and protection. All of these areas are likely to be in demand in the future.

Main Topics Covered:

Preliminary Course
- Planet Earth and Its Environment – A Five Thousand Million Year Journey (30 indicative hours)
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course
Core Topics
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

One Option from the following
- Introduced Species and the Australian Environment
- Organic Geology – A Non-renewable Resource
- Mining and the Australian Environment
- Oceanography.

Assessment HSC course only:
The internal assessment mark for Earth and Environmental Science Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td></td>
<td>Knowledge and Understanding</td>
<td>40</td>
</tr>
<tr>
<td>Core</td>
<td>75</td>
<td>Skills in: planning and conducting first hand investigations, gathering first hand data, gathering and processing relevant information from secondary sources</td>
<td>30</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Skills in: communicating information and understanding, developing scientific thinking and problem solving techniques, working individually and in teams</td>
<td>30</td>
</tr>
</tbody>
</table>

100 100
**Economics (2 Unit)**

**Course Description:**
Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

**Main Topics Covered:**

**Preliminary Course**
- Introduction to Economics (10%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets – (20%) the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia including the share market
- Government in the Economy – (20%) the role of government in the Australian economy

**HSC Course**
- The Global Economy (25%) – Features of the global economy and globalisation
- Australia’s Place in the Global Economy (25%) – Australia’s trade and financial flows
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and external stability.
- Economic Policies and Management (25%) – the range of policies to manage the economy

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests/exams</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research, investigation and communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**English Standard (2 Unit)**

**Course Description:**
- In the Preliminary English (Standard) course, students explore the ways events, experiences, ideas and processes are represented in and through texts.
- In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

**Main Topics Covered:**

**Preliminary Course**
The course has two sections:
- content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study
- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the content.

**HSC Course**
The course has two sections:
- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.

**Particular Course Requirements:**

**In the Preliminary English (Standard) course** students are required to:
- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

**HSC English (Standard) course requires:**
- the close study of at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction, film, media or multimedia
- a wide range of additional related texts and textual forms
- Prescribed Stimulus Booklet.

**Assessment: HSC course only**

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
</tr>
<tr>
<td>consisting of:</td>
<td></td>
<td>(Common course content)</td>
<td></td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Areas of Study (Common course</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td>content)</td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2 (2 Hours)</td>
<td>60</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Module B</td>
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<tr>
<td>Module C</td>
<td></td>
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</table>

Assessment across the language modes:
- Listening 15
- Speaking 15
- Reading 25
- Writing 30
- Viewing & representing 15

<table>
<thead>
<tr>
<th>Weighting</th>
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<td>100</td>
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</table>
**English Advanced (2 Unit)**

**Course Description:**
- In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.
- In the HSC English (Advanced) course, students analyse and evaluate texts and the ways that they are valued in their contexts.

**Main Topics Covered:**

**Preliminary Course** – The course has two sections:
- content common to the Standard and Advanced courses is undertaken through units of work called Areas of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study
- electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content

**HSC Course** – The course has two sections:
- the HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis
- Modules, which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C.

**Particular Course Requirements:**

**Preliminary English (Advanced) course** requires:
- study of Australian and other texts
- exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts
- wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- engagement in the integrated study of language and text

Any student considering Advanced English would need to:
- be considering studying English at University
- have a love of and interest in reading widely and critically
- have an interest, ability and enjoyment of analysing the power of language
- be interested in critically studying Shakespeare
- have shown an ability and aptitude for sustained independent study
- have, discussed with and obtained HoD signature

**HSC English (Advanced) course** requires:
- the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms
- Prescribed Stimulus booklet.

**Assessment: HSC course only**

<table>
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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td>Area of Study (Common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessment across the language modes:</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 2 (2 Hours)</td>
<td>60</td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing &amp; representing</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
**English Extension (1 Unit)**

1 unit of study for each of Preliminary and HSC

**Prerequisites:**
(a) English (Advanced) course
(b) Preliminary English Extension Course is prerequisite for Extension Course 1
(c) Extension Course 1 is prerequisite for Extension Course 2

**Course Description:**
- In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

**Main Topics Covered:**

**Preliminary Extension Course**
The course has one mandatory section: Module: Texts, Culture and Value

**HSC Extension Course 1**
The course has one section. Students must complete one elective chosen from one of the three modules offered for study:
Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

**HSC Extension Course 2**
The course requires students to complete a Major Work.

**Particular Course Requirements:**

**Preliminary English (Extension) course** requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**The HSC English (Extension) course 1** requires the study of prescribed texts (as outlined in the support document, HSC English 2001 and 2002 Electives and Prescribed Texts).

**The HSC English (Extension) course 2** requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

**Assessment: HSC Extension Course 1**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of two hours duration</td>
<td>50</td>
<td>Module A, B or C</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>Assessment across the language modes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Speaking and listening</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading and writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Viewing and representing</td>
<td>10</td>
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<td>50</td>
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</tbody>
</table>

**Assessment: HSC Extension Course 2**

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Submission of Major Work
Including a 1000–1500 word (maximum) reflection statement                           | 50        | Viva Voce: Interview and discussion/exploration of the work in progress             | 10        |
|                                                                                     |           | Report: The impact of independent investigation on the development of the Major Work | 15        |
|                                                                                     |           | Draft Major Work                                                                     | 25        |
|                                                                                     |           |                                                                                     | 50        |
English as a Second Language (2 Unit)

Course Description:
• In the Preliminary English (ESL) course, students acquire and develop specific English language skills, knowledge and understanding in the context of an understanding of the ways ideas and processes are represented in texts.
• In the HSC English (ESL) course, students reinforce and extend their language skills, and develop and apply skills in synthesis.

Main Topics Covered:
Preliminary Course – The course has two sections:
• Language Study within Areas of Study, which is undertaken through units of work called Areas of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of a concept represented in texts. The Area of Study comprises 60% of the content.
• Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content.

HSC Course – The course has two sections:
• Language Study within an Area of Study where students reinforce and extend their language skills. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the content.
• Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content.

Particular Course Requirements:
Preliminary English (ESL) course requires:
• Study of Australian and other texts
• Exploration of a range of types of text drawn from the categories: prose fiction; drama; poetry; nonfiction, film, media and/or multimedia texts
• Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
• Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
• Engagement in the integrated study of language and text

HSC English (ESL) course requires:
• The study of at least three types of text drawn from the categories of: prose fiction; drama; poetry; nonfiction; film OR media OR multimedia texts
• A wide range of additional related texts and textual forms.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An examination consisting of two written papers and a listening paper</td>
<td>45</td>
<td>Area of Study</td>
<td>50</td>
</tr>
<tr>
<td>Paper 1 (1 ½ hours) Area of Study (Common course content)</td>
<td></td>
<td>Module A</td>
<td>25</td>
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<td></td>
<td></td>
<td>Module B</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Paper 2 (1 hour)</td>
<td>20</td>
<td>Assessment across the language modes:</td>
<td>100</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>• Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td>20</td>
<td>• Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Listening Paper</td>
<td>15</td>
<td>• Reading</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>• Writing</td>
<td>30</td>
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<tr>
<td></td>
<td>100</td>
<td>• Viewing and representing</td>
<td>15</td>
</tr>
</tbody>
</table>
Geography (2 Unit)

Course Description:
The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

Main Topics Covered:

Preliminary Course
- Biophysical Interactions (45% of course time)
- Global Challenges (45% of course time)
- Senior Geography Project (10% of course time)

HSC Course
- Ecosystems at Risk (33% of course time)
- Urban Places (33% of course time)
- People and Economic Activity (33% of course time)

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements:
Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Assessment: HSC course only

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td>Multiple-choice</td>
<td>15</td>
<td>Interpretation and synthesis of</td>
<td>30</td>
</tr>
<tr>
<td>Short answers</td>
<td>25</td>
<td>geographical stimulus</td>
<td></td>
</tr>
<tr>
<td>Extended responses</td>
<td>60</td>
<td>Geographical writing</td>
<td>40</td>
</tr>
</tbody>
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100 100
History Extension  (1 Unit)

Prerequisites: The course is designed for students with a special interest in history who have shown that they possess special aptitude for the subject.

Course Description and Main Topics Covered:

1. **What is history?** An examination of the changing process of recording history over time. A series of readings and discussions will address the questions of who are the historians? What are the aims and purposes of history? How has history been constructed and recorded over time? Why have approaches to history changed over time?

2. **Case Study** Students must investigate one case study from either Ancient, Medieval, Early Modern, Modern or Australian History.

3. **The Project**
   Students produce a researched piece of work on a topic of their choice that includes:
   - the proposal
   - the synopsis
   - the essay
   - the bibliography
   - the process log

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>One written examination paper</td>
<td>100</td>
<td>Internal assessment consists of the Trial HSC examination</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Project</td>
<td>80</td>
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<tr>
<td></td>
<td>100</td>
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Note: This is an HSC (Yr 12) course only. Candidates must also study either Modern or Ancient History.
**Japanese Beginners**  (2 Unit)

**Exclusions:** Japanese Continuers; Japanese Background Speakers.

**Course Description:**
In the Preliminary course, students will begin to develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the six topics suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing. In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied in the Preliminary course will be studied in greater depth.

**Main Topics Covered:**
- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friend, recreation and pastimes
- Holiday, travel and tourism
- Future plans and aspirations

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>A two and a half hour written examination:</td>
<td></td>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Listening</td>
<td>30</td>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Note:** no other Japanese course could be studied.
Japanese Continuers (2 Unit)

**Prerequisites:** School Certificate Japanese or equivalent knowledge is assumed.
**Exclusions:** Japanese Beginners; Japanese Background Speakers.

**Course Description:** The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.

**Main Topics Covered:**

**Themes:**
- the individual
- the Japanese-speaking communities
- the changing world.

Students’ language skills are developed through tasks such as:
- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- studying Japanese culture through texts.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 10 minute oral examination:</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Conversation</td>
<td>20</td>
<td>Listening and responding</td>
<td>25</td>
</tr>
<tr>
<td>A three hour written examination:</td>
<td>25</td>
<td>Reading and responding</td>
<td>40</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>25</td>
<td>Writing in Japanese</td>
<td>15</td>
</tr>
<tr>
<td>Reading and responding</td>
<td>25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>– Part A</td>
<td>25</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>– Part B</td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Writing in Japanese</td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Note: must be studied by those wanting to do Japanese Extension
Legal Studies (2 Unit)

Legal Studies develops students’ knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society. This is with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

Main Topics Covered:

Preliminary Course
Part I: The Legal System
Part II: The Individual and the law
Part III: Law in Practice

HSC Course
Part I of the core: Crime
Part II of the core: Human Rights
Part III: Options
  • Option 1: Consumers
  • Option 2: Global environmental protection
  • Option 3: Family
  • Option 4: Indigenous peoples
  • Option 5: Shelter
  • Option 6: Workplace
  • Option 7: World order

Assessment: HSC course only
The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Core – Crime &amp; Human Rights</td>
<td>20</td>
<td>Knowledge &amp; Understanding</td>
<td>60</td>
</tr>
<tr>
<td>Section II: Core – Crime &amp; Human Rights</td>
<td>30</td>
<td>Research</td>
<td>20</td>
</tr>
<tr>
<td>Section III: Options</td>
<td>50</td>
<td>Communication</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Mathematics General (2 Unit)

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the 5.1/5.2 Mathematics course for the School Certificate.
Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.

Course Description:
General Mathematics focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered:
- Preliminary Course
  - Financial Mathematics
  - Data Analysis
  - Measurement
  - Probability
  - Algebraic Modelling

- HSC Course
  - Financial Mathematics
  - Data Analysis
  - Measurement
  - Probability
  - Algebraic Modelling

Focus Studies
- Mathematics and Communication
- Mathematics and Driving
- Mathematics and Health
- Mathematics and Resources
- Mathematics and Resources

Assessment: Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of two and one half hours duration.</td>
<td>100</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: cannot be studied with Mathematics Extension
Mathematics Advanced (2 Unit)

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the 5.3 Mathematics course for the School Certificate.

**Course Description:** The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or Mathematics Extension 2 course.

**Main Topics Covered:**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic arithmetic and algebra</td>
<td>• Coordinate methods in geometry</td>
</tr>
<tr>
<td>• Real functions</td>
<td>• Applications of geometrical properties</td>
</tr>
<tr>
<td>• Trigonometric ratios</td>
<td>• Geometrical applications of differentiation</td>
</tr>
<tr>
<td>• Linear functions</td>
<td>• Integration</td>
</tr>
<tr>
<td>• The quadratic polynomial and the parabola</td>
<td>• Trigonometric functions</td>
</tr>
<tr>
<td>• Plane geometry</td>
<td>• Logarithmic and exponential functions</td>
</tr>
<tr>
<td>• Tangent to a curve and derivative of a function</td>
<td>• Applications of calculus to the physical world</td>
</tr>
</tbody>
</table>

**External Assessment**

A single written examination paper of three hours duration, consisting of 10 multiple choice questions and six other questions worth 15 marks each.

No more than 20% will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.

Note: must be studied by those wishing to take Mathematics Extension.
# Mathematics Extension 1 (1 Unit)

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the 5.3 Mathematics course for the School Certificate.

**Course Description:** The content of this course, which includes the whole of the Mathematics course, and its depth of treatment, indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Main Topics Covered:**

**Preliminary Course**
- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary Mathematics course

**HSC Course**
- Methods of integration
- **Primitive of sin x and cos x**
- Equation \( \frac{dN}{dt} = k(N - P) \)
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Mathematics topics

**External Assessment**

Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematics course. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of 10 multiple choice questions and 4 other questions worth 15 marks each.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.

School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
Mathematics Extension 2 (2 Unit)

**Prerequisites:** The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Course Description:** The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**Main Topics Covered:**

The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 Topics

**External Assessment**

Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course and is of three hours duration.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.
Modern History (2 Unit)

Course Description:
The study of history is an inquiry into past human experience that helps make the present more intelligible. History has been described as a contested dialogue between past and present, where the concerns of the present illuminate a consideration of the past, while the experiences of the past contribute to an understanding of the present. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society. The study of Modern History has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern History is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

Main Topics Covered:

Preliminary Course (120 indicative hours)
The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

Part I: Case Studies – 50%
At least TWO case studies should be undertaken.
ONE case study must be from Europe, North America or Australia
ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America

Part II: Historical Investigation – 20%
The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group.

Part III: Core Study: The World at the Beginning of the Twentieth Century – 30%
Students will investigate the Preliminary core study using a source-based approach.

HSC Course (120 indicative hours)
Part I: Core Study: World War I 1914–1919: A Source-based Study – 25%
Part II: ONE National Study – 25%
Part III: ONE Personality in the Twentieth Century – 25%
Part IV: ONE International Study in Peace and Conflict – 25%

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination consisting of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section I: Core</td>
<td>25</td>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td>• Source-based short-answer and extended response questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section II: National Studies</td>
<td>25</td>
<td>Research</td>
<td>25</td>
</tr>
<tr>
<td>• Extended response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III: Personalities in the Twentieth Century</td>
<td>25</td>
<td>Source analysis</td>
<td>25</td>
</tr>
<tr>
<td>• Extended response with two parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section IV: International Studies in Peace and Conflict</td>
<td>25</td>
<td>Examination/test items</td>
<td>40</td>
</tr>
<tr>
<td>Extended response</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 30 -
Music Course 1  (2 Unit)

Prerequisites:  Music mandatory course (or equivalent)
Exclusions:  Music 2

Course Description:
In the Preliminary and HSC courses, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered:
Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

Particular course requirements:
It is highly recommended that students will be taking individual specialist music lessons to complement their learning in this subject.

HSC course
In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 45 minute – one hour aural exam</td>
<td>30</td>
<td>Core performance</td>
<td>10</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
<td>Core composition</td>
<td>10</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
<td>Core musicology</td>
<td>10</td>
</tr>
<tr>
<td>Performance (one piece)</td>
<td></td>
<td>Core aural</td>
<td>25</td>
</tr>
<tr>
<td>Composition (one submitted composition)</td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Musicology (one <em>viva voce</em>)</td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>• Elective 1</td>
<td>20</td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td>• Elective 2</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Elective 3</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Core performance</td>
<td>20 = 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(80 ÷ into 70)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100

Note: not to be studied with Music Course 2
Music Course 2 (2 Unit)

Prerequisites: Music Additional Study course (or equivalent)
Exclusions: Music 1

Course Description:
In the Preliminary and HSC courses, students will study:
The concepts of music through the learning experiences of performance, composition, musicology and aural
within the context of a range of styles, periods and genres.

Main Topics Covered:
Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of
the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900. In the HSC course, the
Mandatory Topic is Music of the Last 25 Years (Australian focus). The additional topic is chosen to best
suit the individual student’s preferences and strengths as a musician.

Particular Course Requirements:
It is an expectation that students will be taking individual specialist music lessons to complement their
learning in this subject.
In addition to core studies in performance, composition, musicology and aural, students nominate one
elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology
electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.
The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
All students will be required to develop a composition portfolio for the core composition.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece reflecting the mandatory topic)</td>
<td>15</td>
<td>Performance</td>
<td>20</td>
</tr>
<tr>
<td>Sight singing</td>
<td>5</td>
<td>Composition</td>
<td>20</td>
</tr>
<tr>
<td>Core composition (reflecting mandatory topic)</td>
<td>15</td>
<td>Aural</td>
<td>20</td>
</tr>
<tr>
<td>A one and a half hour written examination paper</td>
<td>35</td>
<td>One Elective from:</td>
<td>20</td>
</tr>
<tr>
<td>– Musicology/aural skills</td>
<td></td>
<td>– Performance or</td>
<td></td>
</tr>
<tr>
<td>One Elective representing the Additional Topic Performance (2 pieces) or One Submitted composition or One Submitted essay</td>
<td>30</td>
<td>– Composition or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Musicology</td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>100</td>
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<td>100</td>
</tr>
</tbody>
</table>
## Music Extension (1 Unit)

**Prerequisites:** Music 2 (studied concurrently with HSC course of Music 2)

**Exclusions:** Music 1

**Course Description:**
The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

**Particular Course Requirements:**
Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance (50)</strong></td>
<td></td>
<td><strong>Performance (50)</strong></td>
<td></td>
</tr>
<tr>
<td>Three contrasting pieces, one of which must be an ensemble</td>
<td>20</td>
<td>Task 1</td>
<td>20</td>
</tr>
<tr>
<td>Ensemble</td>
<td></td>
<td>Task 2</td>
<td>30</td>
</tr>
<tr>
<td>Solo 1</td>
<td>15</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Solo 2</td>
<td>15</td>
<td><strong>Composition (50)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two assessment tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td><strong>Composition (50)</strong></td>
<td></td>
<td><strong>Musicology (50)</strong></td>
<td></td>
</tr>
<tr>
<td>Two original compositions (to be submitted to the Board of Studies)</td>
<td>25</td>
<td>Task 1</td>
<td>20</td>
</tr>
<tr>
<td>Piece 1</td>
<td></td>
<td>Task 2</td>
<td>30</td>
</tr>
<tr>
<td>Piece 2</td>
<td>25</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Musicology (50)</strong></td>
<td></td>
</tr>
<tr>
<td>One extended essay (to be submitted to the Board of Studies)</td>
<td>50</td>
<td>Task 1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
Personal Development health & Physical Education (2 Unit)

**Course Description:**
The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices. In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

**Main Topics Covered:**

**Preliminary Course**

**Core Topics (70%)**
- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

**Optional Components (30%)**
Students to select two options each from:
- First Aid, Composition and Performance, Fitness Choices, Outdoor Recreation

**HSC Course**

**Core Topics (60%)**
- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component (40%)**
Students to select two options each from:
- The Health of Young People, Sport and Physical Activity in Australian Society, Sports Medicine,
- Improving Performance, Equity and Health

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</thead>
<tbody>
<tr>
<td>A three hour written paper</td>
<td>100</td>
<td>Core</td>
<td>60</td>
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<tr>
<td></td>
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<td>Options</td>
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Physics (2 Unit)

Course Description:
Physics is the study of the material world. It focuses on investigating natural phenomena and identifying patterns, applying models, principles and laws to explain their behaviour. The Preliminary course develops knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students’ understanding of current communication technologies, the use of electricity in the home, interactions involving vehicles, such as car crashes and the mechanisms that maintain the physical conditions of planet Earth. The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics.

Main Topics Covered:

Preliminary Course
- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

HSC Course
Core Topics
- Space
- Motors & Generators
- From Ideas to Implementation
One Option from the following:
- Geophysics
- Medical Physics
- Astrophysics
- From Quantum to Quarks
- The Age of Silicon

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time.

Assessment: HSC course only

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<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<tbody>
<tr>
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<td>Knowledge and Understanding</td>
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<td>Core Options</td>
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<td>Skills in: planning and conducting first hand investigations,</td>
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<td>gathering and processing first hand data, gathering and processing relevant information from secondary sources</td>
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<td>Skills in: communicating information and understanding, developing scientific thinking and problem solving techniques, working individually and in teams</td>
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Visual Arts (2 Unit)

Course Description:
Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. It encourages students to develop an informed point of view, engage in creative forms of inquiry and to be assessed on their production – through the making of artworks as well as on their critical and historical understanding of art, demonstrated in their writing and talking about art.

The Preliminary Course provides students with a broadly based experience of several media areas such as painting, printmaking, drawing, sculpture and textiles, enabling them to develop understanding in and about Visual Arts. The course caters for students through learning opportunities based on flexible content structure consisting of practice (artmaking, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and postmodern). The HSC Course builds on the knowledge and understanding, skills, values and attitudes of the Preliminary course. Students produce a body of work that reflects their understanding of the Visual Arts through deeper and sustained investigations of practice, agencies of the artworld and the frames in increasingly independent ways.

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts. The production of a body of work involves the development, investigation and extension overtime, of conceptual and material understanding in artmaking.

Main Topics Covered:
Preliminary Course
- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the artworld
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view
- Using the frames as the basis of understanding expressive representation through their artmaking and exploring different orientations to critical and historical investigations of art.
- How students may develop meaning and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course
- How students may develop their own practice of artmaking, art criticism, and art history, applied to selected areas of interest
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- How students may learn about the relationships between artists, artworks, the world and audiences within the artworld
- How students may further develop meaning and interest in their work.

Particular Course Requirements:
Preliminary Course
- The content of practice, conceptual framework and frames
- Artworks in at least two expressive forms and use of a Visual Arts process diary
- a broad investigation of ideas in art criticism and art history

HSC Course
- the content of practice, conceptual framework and frames
- development of a body of work and use of a Visual Arts process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

Assessment: HSC course only

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<th>External Assessment</th>
<th>Weighting</th>
<th>School Based Assessment</th>
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<td>Submission of a body of work</td>
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<td>Art criticism and art history</td>
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<td></td>
<td>100</td>
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