SUBJECT SELECTION BOOK

- Preliminary HSC, Year 11, 2017
- HSC, Year 12, 2018
VALUES FOR LIFE

Hunter Valley Grammar School is committed to the following core values:

- RESPONSIBILITY -
We are able to be trusted to do what is right. We can be relied upon to do the things that are expected of us. We strive for personal excellence in any endeavour. We take care of our self, fellow students and our School. We are accountable for our own behaviours.

- INTEGRITY -
We are consistently fair and honest. We are reliable and trustworthy.
We are loyal to our personal values and our family values.
We abide by the School’s values and code of behaviour. We are morally strong.

- RESPECT -
We act in a way which shows that we are aware of other people’s feelings, wishes and rights.
We treat other people properly. We are thoughtful and considerate of other people, our School environment and general property. We have self-respect behaving with honour and dignity.

- CITIZENSHIP -
We are a responsible member of our own local community and the community of HVGS.
We behave in a courteous and polite way to all other people who work and learn at HVGS and to visitors. We care for our environment.

- COURAGE -
We are prepared to do the right thing even when you know it is difficult or trying. We persevere when facing a challenge, fear, or problem. We embrace opportunities and try our best to make a valuable contribution. We have the confidence to act in accordance with our own beliefs.

- COMPASSION -
We help someone who is not well, is hurting or who is in trouble. We have awareness of the needs of others and we want to help other people in their time of need. We are aware that we depend upon each other. We act with kindness, forgiveness and empathy.

- OPTIMISM -
We are hopeful, cheerful and buoyant. We see the positive side of things, and encourage others to do the same. We believe that good things will happen in the future. We have faith that if we plan well and prepare thoughtfully, positive things will occur.
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Introduction

Welcome to the final two years of your Secondary Education. We are pleased that you have made the decision to study at Hunter Valley Grammar School to achieve your Higher School Certificate and we offer you our ongoing support, as you work toward this goal.

The final two years of School are very special, and should be fulfilling. Importantly, they open up pathways to the future for each student and subject choice should be considered along with career goals. Although the HSC will involve hard work, most students find this time enjoyable and personally rewarding. School is, of course, about much more than the subjects taken and the most successful students are those who remain or become fully involved in the life of the school, whether it be through sport, cultural activities and/or social opportunities.

This booklet contains information on the courses offered in Years 11 and 12. Included in this are the vocational courses that we offer on-site. Vocational courses can also be undertaken through TAFE or school based apprenticeships/traineeships. The booklet also contains the rules for the subject selection process and information on assessment in the HSC.

Hunter Valley Grammar School prides itself on being able to provide quality advice to ensure that individual students are able to select the course which most appropriately reflects their abilities, interests and aspirations. Much of this advice is given through the Year 10 Careers program, but a number of further meetings and expos are provided over the coming weeks. Selecting subjects for the HSC is not a simple task and it should not be taken lightly. It is important for students to discuss the issue as it relates to themselves with a wide variety of people: but the decision should be theirs.

Often, the importance of the ATAR, for University entrance, appears to make subject selection more difficult. Therefore, the best advice to students is always to do subjects in which you have had some success previously, and which you enjoy. It can happen that we are unable to offer a subject due to insufficient numbers or because of a timetable clash and for this reason we ask you to have at least one reserve possibility in mind. However, we aim to provide a course for everyone.

Remember that we are here to help and if either parents or students feel the need for further information or counselling, there are a number of people at school who can be contacted. This includes Mr Mayall, our Careers Adviser, Mr Greg Robinson – Head of Students, Mr Beath your Head of Year, each respective Head of House, Heads of Faculty or myself.

On behalf of the School I would like to wish you well in this most important choice selection.

Pauliene O’Grady
Director of Teaching and Learning K-12
ogradyp@hvgs.nsw.edu.au
Information about The HSC

This is your introduction to the HSC and the many options available.

- The Higher School Certificate recognises 13 years of Schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

- Courses can be linked to further education and training.

- Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.

- Vocational Education and Training (VET) courses can count towards the HSC and will also lead to qualifications recognised across a range of industries.

The Board of Studies
The Board of Studies website is accessible to all students, and parents, and has copies of all syllabus documents together with specimen examination papers and assessment guidelines for all HSC courses.

Their website address is: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Students are encouraged to access this website on a regular basis.
What Types of Courses can I select?

There are different types of courses that you can select in Years 11 and 12.

**Board Developed Courses**
These courses are developed by the Board of Studies. For each course the following information is available:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

**Board Endorsed Courses**
There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

1. Content Endorsed Courses (CECs) have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

2. Schools may also design courses to meet student needs. These courses must be approved by the Board of Studies. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement (ROSA). Note: Board Endorsed Courses **DO NOT** count in the calculation of the ATAR.

**Vocational Education & Training (VET) Courses (either Board Developed or Board Endorsed)**
Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate.

They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours’ students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

- The Board Developed VET courses are classified as Category B subjects, and as such, ONLY ONE may contribute to the calculation of the ATAR. These courses have an optional HSC exam but this will not be optional if the student requires this mark for their ATAR calculation.

- Due to the specific requirements of a VET course, e.g. work placement, transport requirements, etc. it is strongly recommended students speak with Mr Mayall (VET Co-ordinator) before choosing a VET course to ensure they are fully aware of what a VET course entails.

- Some courses are run by TAFE or other institutions. These can involve attendance at night, one afternoon per week or during school holidays. Students who wish to undertake a TAFE or another external course need to discuss this with Mr Mayall (and fill out a form) prior to making an application to the external institution. A copy of the expression of interest form is found at the back of this book.
Other Course Information

Course Levies
Please note that some courses attract a levy to cover the cost of materials which form an integral part of the delivery of that particular course. If a course levy applies it is indicated at the bottom of the subject specific pages.

Unavailability of Courses
Whilst this booklet contains an outline of a wide variety of courses, students need to be aware that not all courses will eventually run. To avoid disappointment students must nominate an acceptable alternative as a back-up course, in case one of their original selections does not operate. Courses may not operate due to a limited number of students nominating a particular course or courses.

Pathways
The Higher School Certificate may be accumulated over an extended period, of up to 5 years. This allows students the opportunity to maximise their performance. Students who undertake the Pathways program frequently have extensive commitments beyond the School day and this program allows them the flexibility to juggle such commitments but still pursue their secondary studies.

There are a variety of pathways for the accumulation of the HSC. The two most common are to:

1. Complete the full Preliminary program and then split Year 12 across the next two years.
2. Complete two thirds of the Preliminary course in the first year, complete the remaining Preliminary course together with two HSC subjects in the second year, to then complete the HSC in the third year.

Additional Costs
Some courses have a levy attached to cover the cost of materials required as identified above. In addition to this, some courses involve further costs associated with field work opportunities, theatrical performances, excursions, etc. Such costs are incorporated into School fees.

Textbooks
As in Year 10, students entering their final two years of schooling will have their textbooks made available to them via a book list system. Faculties will provide a listing of any books they require you to purchase for the courses they offer.

It is then a matter of either ordering online directly through a book company, ordering using a hardcopy order form which the school sends through for you, or choosing your books at a local book supplier. Books ordered with the company the School recommends are delivered free of charge to the school.

Texts are ordered late in the year, so that they are then available for use at the beginning of the new school year.
What are Units?

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.

\[
2 \text{ units} = 4 \text{ hours per week} \quad (\text{approximately 120 hours per year}) \\
= 100 \text{ marks}
\]

The following is a guideline to help you understand the pattern of courses.

2 Unit Course
This is the basic structure for all courses.

Extensions Course
Extension study is available in a number of subjects.

Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music, some Languages and VET.

English and Mathematics Extension Courses are available at 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.
Requirements for the Award of the HSC

If you wish to be awarded the HSC:

- 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.

- you must complete 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 required Higher School Certificate examinations.

Additional Information

- 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.

- If you wish to receive an Australian Tertiary Academic Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, University Entry Requirements 2018 Year 10 Booklet, published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

- 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 six units from Board Developed Courses.

HSC: All My Own Work – a Program in Ethical Scholarship for HSC students

The HSC: All My Own Work program is designed to strengthen the capacity of HSC students to follow the principles and practices of good scholarship, including understanding and valuing ethical practices related to locating and using information as part of their HSC program.

The program will consist of a number of modules which can be accessed online in a flexible, self-paced mode. It is expected that the program will take between 5 and 10 hours to complete. Each student is required to satisfactorily complete the material contained in the program before commencing their HSC program of study. Satisfactory completion of the program will be an eligibility requirement for all candidates entering Higher School Certificate courses.
Assessment & Reporting

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

- Teachers have been provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.

- The 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.

- The HSC reports will provide a description of your achievements. See the examples that follow.

- 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.

- 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.

- 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 (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.)*
Work Ethic

The School recognises that student’s positive work ethic is crucial to their success with their academic studies.

For students, their work ethic can be enhanced by addressing each of the points listed below:

- Be punctual to all lessons.
- Provide all necessary equipment and books for all lessons.
- Have devices charged and ready to use.
- Be prepared for lessons by having books open with other equipment at hand ready to use as required; they should do this without awaiting specific teacher direction.
- Be aware that there will be consequences when deadlines are not adhered to.
- Be aware that the responsibility for learning lies with the student themselves.
- Need to become planners and goal setters.
- Need to make every endeavour to NOT waste time.

Subject Selection Processes

Year 10, 2016 - Year 11, 2017

Core elements include:

- Subject Choice Handbook available on Moodle.
- Parent/Student information evening.
- Faculties speaking to students regarding courses in their faculty and level of study required in those courses.
- Presentation to Year 10 students regarding requirements for the award of HSC.
- Presentation to Year 10 students from current Year 12 students about subject choice.
- Careers Expo.
- Preliminary choices are entered on Subject Selection on-line.
- Interviews with students regarding these preliminary choices.
- Final choices submitted online by the middle of June.
Courses
English Standard
English Advanced
Preliminary English Extension
HSC English Extension 1
HSC English Extension 2
Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Design and Technology
Drama
Earth and Environmental Science
Economics
Engineering Studies
Food Technology
French Continuers
Geography
History Extension
Legal Studies
Mathematics
Mathematics General
Mathematics Extension 1 (both Preliminary and HSC)
Mathematics Extension 2
Modern History
Music Course 1
Music Course 2
Music Extension
Personal Development, Health and Physical Education
Physics
Senior Science
Society and Culture
Software Design and Development
Studies of Religion II
Textiles and Design
Visual Arts
Hospitality Operations-(240 hours)
English Standard

Preliminary Course No: 11130
HSC Course No: 15130

2 units for each of Preliminary and HSC

Exclusions: English (Advanced); English (Extension);

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 Preliminary 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.
- Electives created by the Faculty 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. The common content comprises 40% of the course content.
- 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 three Modules. The electives comprise 60% of the content.

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

Assessment: HSC course only

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<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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<td>A written examination paper consisting of:</td>
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<tr>
<td>Paper 1 (2 hours) Areas of Study (Common course content)</td>
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<td>Area of Study (Common course content)</td>
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<td>Module C</td>
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<td>Module B</td>
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<td>Module C</td>
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<td>- Speaking</td>
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<td>- Reading</td>
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<td>- Writing</td>
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<td>- Viewing &amp; representing</td>
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Assessment across the language modes:
- Listening: 15
- Speaking: 15
- Reading: 25
- Writing: 30
- Viewing & representing: 15

100
English Advanced
Preliminary Course No: 11140
HSC Course No: 15140

2 units for each of Preliminary and HSC
Exclusions: English (Standard)

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.
- 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. The common content comprises 40% of the course content.
- 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. The Electives comprise 60% of the content.

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

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

Assessment: HSC course only

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<td>• Speaking</td>
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<td>• Reading</td>
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<td>• Writing</td>
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<td>• Viewing &amp; representing</td>
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1 unit of study for each of Preliminary and HSC

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

**Exclusions:** English (Standard)

**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 concept and critically evaluate different examples of such appropriations in a range of contexts and media.

**The HSC English (Extension) course 1** requires students to examine ideas of value and consider how cultural values and systems of valuation arise. Students complete one elective from one of the Modules.

**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**

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<td>A written examination of two hours duration</td>
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<td>Knowledge and understanding of complex texts and of how and why they are valued.</td>
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<td><strong>Skills in:</strong></td>
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<td>Sustained composition</td>
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<td>Independent investigation</td>
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**Assessment: HSC Extension Course 2**

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<td>Submission of Major Work</td>
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<td>Viva Voce: Interview and discussion/exploration of the work in progress</td>
<td>10</td>
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<tr>
<td>Including a 1000–1500 word (maximum) reflection statement</td>
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<td>Drafts: Draft versions of the Major Work</td>
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<td>Report: The impact of independent investigation on the development of the Major Work</td>
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<td>50</td>
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</tbody>
</table>
Ancient History
Preliminary Course No: 11020
HSC Course No: 15020

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.
The Preliminary course is structured for students to investigate:
- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.

In the HSC course, students use archaeological and written evidence to investigate a Core Study, an Ancient Society, a Personality, and one Historical Period

Prerequisites:
(a) Preliminary Ancient History course

Main Topics Covered
Preliminary Course – 120 hours
- Part I - Introduction
  a) Investigating the Past: History, Archaeology and Science
  b) Case Studies
- Part II - Ancient Societies, Sites and Sources
  At least one study of an ancient society, site or source
- Part III – Historical Investigation
  This cannot overlap or duplicate substantially any topic on the HSC Ancient History or History Extension Course.

HSC Course – 120 hours
- Part I – Core Study (25%)
  Cities of Vesuvius – Pompeii and Herculaneum
- Part II – Ancient Societies (25%)
  One society is to be studied from a list including the following:
  - The Bronze Age – Minoan Crete
  - Athenian Society in the time of Pericles
  - Spartan society to the battle of Leuctra 371BC
- Part III – Personalities in their Times (25%)
  One Personality is to be studied from a list including the following:
  - Egypt: Hatshepsut
  - Greece: Cleopatra
  - Greece: Alexander the Great
  - Near East: Hannibal
  - Rome: Julius Caesar
  - Greece: Pericles
- Part IV – Historical Periods (25%)
  One Historical Period is to be studied from a list that includes the following:
  - Egypt: New Kingdom Egypt to the Death of Thutmose IV
  - Greece: The Greek World 446-399BC
  - Rome in the time of the Julio-Claudians or The Fall of the Republic

Assessment: HSC course only

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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in four parts, including short answer and extended response questions</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
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<tr>
<td></td>
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<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
<td>20</td>
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<td>Historical inquiry and research</td>
<td>20</td>
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<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
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</tbody>
</table>
## Biology

**Preliminary Course No:** 11030  
**HSC Course No:** 15030

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th>Exclusions: Senior Science (Preliminary)</th>
</tr>
</thead>
</table>

### Course Description:

Biology is the study of life. The Stage 6 Biology course is designed to increase students’ understanding of the history, nature and practice of biology, the applications and uses of biology and the implications of biology for society and the environment.

The Preliminary course incorporates: the study of the mechanisms and systems that living things use to obtain, transport and use for their own 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 biota during the formation of the Australian continent.

The HSC course builds upon the Preliminary course. It examines: the processes and structures which plants and animals use to maintain a constant internal environment; the way in which the inheritance of characteristics is transmitted from generation to generation; and the process of disease and the body’s defence mechanisms, plus the search for measures to treat and manage diseases. The options cover a wide variety of interest topics and draw on the development in technology to examine areas of current research.

### 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

### Particular Course Requirements:

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences are an important part of this course and will occupy a minimum of 80 hours across Preliminary and HSC course time.

**Stage 6 Biology Excursions**

**Preliminary course**
- Local Ecosystem Activity (Field Work). Evolution of Australian Biota Study day at Australian Museum and Botanic Gardens

**HSC course**
- Visit to the Museum of Human Diseases at the University of New South Wales in Sydney.
Business Studies
Preliminary Course No: 11040
HSC Course No: 15040

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

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.

Topics Covered:

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

HSC Course
- Operations
- Marketing
- Finance
- Human resources

Particular Course Requirements:
In the Preliminary course there is a focus on Case Studies and understanding a business plan. For the HSC, students need to link content with case studies.

Stage 6 Business Studies Students may be expected to complete 1 to 2 field activities.

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, including objective responses (multiple choice), short answer, one business report and one extended response questions.</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
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<td>Inquiry and research</td>
<td>20</td>
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<td>Stimulus based skills</td>
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<td></td>
<td></td>
<td>Communication of Business information, ideas and issues in appropriate forms</td>
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<table>
<thead>
<tr>
<th>Preliminary Course</th>
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<tr>
<td>Knowledge and understanding</td>
<td>40</td>
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<tr>
<td>Stimulus based skills</td>
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<tr>
<td>Inquiry and research</td>
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<tr>
<td>Communication of Business information ideas and issues in appropriate forms</td>
<td>20</td>
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</table>
Chemistry
Preliminary Course No: 11050
HSC Course No: 15050

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Senior Science (Preliminary) |

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 Stage 6 Chemistry course is designed to increase students’ understanding of the history, nature and practice of chemistry, the applications and uses of chemistry and the implications of chemistry for society and the environment.

The Preliminary course develops 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, 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
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following:
- Industrial Chemistry
- The Biochemistry of Movement
- Shipwrecks, Corrosion and Conservation
- The Chemistry of Art
- Forensic Chemistry

Particular Course Requirements:
Practical experiences are an important part of this course and will occupy a minimum of 80 hours across Preliminary and HSC course time.

Stage 6 Chemistry Excursions
HSC course
Maritime Museum (Shipwrecks Option)
Community & Family Studies

Preliminary Course No: 11060
HSC Course No: 15060

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

**Course Description:** Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students’ general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

**Main Topics Covered - Preliminary Course**

**Resource Management (20% indicative course time)**
- Base concepts of resource management

**Individuals and Groups (40% indicative course time)**
- The individual’s roles, relationships and tasks within and between groups.

**Families and Communities (40% indicative course time)**
- Family structures and functions and the interaction between family and community (approx. 40% of course time).

**HSC Course**

**Core Modules**

**Research Methodology (25% indicative course time)**
Research methodology and skills culminating in the production of an Independent Research Project.

**Groups in Context (25% indicative course time)**
- The characteristics and needs of specific community groups.

**Parenting and Caring (25% indicative course time)**
- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.

**Option Modules** (Select one of the following (approximately 25% of course time):

- **Family and Societal Interactions**
  - Government and community structures that support and protect family members throughout the lifespan.

- **Social Impact of Technology**
  - The impact of evolving technologies on individuals and lifestyle.

- **Individuals and Work**
  - Contemporary issues confronting individuals as they manage roles within both their family and work environments.

**Particular Course Requirements:** The Community and Family Studies Stage 6 Syllabus includes a Preliminary course of 120 hours (indicative time) and a HSC course of 120 hours (indicative time). As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
</table>
| **Section I**
Part A – multiple choice | 10 |
Part B – short answer | 15 |
Part C – two questions, one on each of the HSC core modules: Groups in Context | 50 |
Parenting and Caring | |
| **Section II**
Three questions, one on each of the HSC option modules: Family and Societal Interactions | 25 |
Social Impact of Technology | |
Individuals and Work | |
Assess modules using a variety of task types. Note that examinations to a maximum 40% weighting may be used | |
<p>| | 100 | | 100 |</p>
<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Section I: A one and a half hour written exam. Questions based on Innovation &amp; Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</td>
<td>40</td>
<td>Innovation and Emerging Technologies, including a compulsory case study of an innovation</td>
<td>40</td>
</tr>
<tr>
<td>Section II: Major Design Project Project proposal Folio Product, system or environment</td>
<td>60</td>
<td>Designing and Producing (which may include aspects of the Major Design Project)</td>
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Note: Levy – Year 11, $120.00; Year 12, $120.00
Drama

Preliminary Course No: 11090
HSC Course No: 15090

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description:
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

Preliminary Course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course content
Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance of between three and six students involves creating a piece of original theatre (8 to 12 minutes’ duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered:
Preliminary Course
- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course
- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre (Core content)
- Group Performance
- Individual Project

Particular Course Requirements:
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

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>Group Presentation</td>
<td>30</td>
<td>Australian Drama and Theatre Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Development of Group Performance</td>
<td>20</td>
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<td></td>
<td></td>
<td>Development of Individual Project</td>
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A one and a half hour written Examination comprising two compulsory sections:  
- Australian Drama & Theatre (Core)
- Studies in Drama & Theatre (Core)

|                     | 40        | 40                  | 40        | 40 |

SUBJECT SELECTION BOOK YEAR 11, 2017  YEAR 12, 2018

22
# Earth & Environmental Science

**Preliminary Course No:** 11100  
**HSC Course No:** 15100

| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Senior Science (Preliminary) |

## Course Description:
Earth and Environmental Science is the study of the earth and its processes. The course aims to provide an understanding of systems and processes in both aquatic and terrestrial environments. It seeks to explore changes that have occurred during earth’s history, including changes in the lithosphere, atmosphere, hydrosphere, cryosphere and biosphere, and the evolution of organisms since the origin of life on earth.

The study of planet Earth and its environments recognises that while humans are part of nature they continue to have a greater influence on the environment than any other species. The common factor in all of the environmental hazards that humanity faces is that they are derived from peoples’ lack of awareness that society is part of an environment that is composed of the interactions of the sub-systems: water, land, air, ice and living things. The history and philosophy of science as it relates to the development of the understanding, utilisation and manipulation of sub-systems by humans is an integral part of the study of contemporary Earth and Environmental Science.

The Preliminary course develops knowledge of the components of an environment including the factors, biotic and abiotic, that constitute the characteristics of particular environments, past and present.

The HSC course builds on the concepts developed in the Preliminary course expanding on areas such as the impacts which can change an environment. The students gain an understanding of how throughout the history of the Earth, the movement of plates has resulted in continual global environmental change. They also develop knowledge of the fragility of the Australian environment and the impacts of humans on this environment and how life has evolved on earth from 3500 million years ago and the pressures that species have faced.

## Main Topics Covered:
### Preliminary Course
- Planet Earth and Its Environment – A Five Thousand Million Year Journey  
- 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

## Particular Course Requirements:
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences are an important part of this course and will occupy a minimum of 80 hours across Preliminary and HSC course time.

### Stage 6 Earth and Environmental Science Excursions
**Preliminary course**
- Local Environment Activity (Field Work).

**HSC course**
- Wellington Caves/Mineral and Fossil Museum Bathurst/Fish Museum and Maitland Waste Depot (Caring for Country)
Economics
Preliminary Course No: 11110
HSC Course No: 15110

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Exclusions: Nil</th>
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<tbody>
<tr>
<td>Board Developed Course</td>
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</table>

**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
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

**HSC Course**
- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management

**Stage 6 Economics Students** (may be expected to complete 2 fieldwork activities)

**Assessment: HSC course only**

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<th>External Assessment</th>
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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination, including objective response (multiple-choice), short answer and extended response questions</td>
<td>100</td>
<td>• Knowledge and understanding of course content</td>
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<td>• Stimulus-based skills</td>
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<td>• Inquiry and research</td>
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<td></td>
<td>• Communication of economic information, ideas and issues in appropriate forms</td>
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**Preliminary Course**

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<td>• Knowledge and understanding of course content</td>
<td>40</td>
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<td>• Stimulus-based skills</td>
<td>20</td>
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<td>• Inquiry and research</td>
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<td>• Communication of economic information, ideas and issues in appropriate forms</td>
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</table>
Engineering Studies
Preliminary Course No: 11120
HSC Course No: 15120

| 2 units for each of Preliminary and HSC Board Development Course | Exclusions: Nil |

**Course Description:**
Both Preliminary and HSC Courses offer students’ knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

**Main Topics Covered:**

**Preliminary Course**
Students undertake the study and develop an engineering concepts centred around:
- Three application modules, where students develop knowledge & understanding of Engineering concepts and impacts through the study of Engineering Fundamentals, Engineered Products and Braking Systems
- One focus module, where students develops knowledge & appreciation of the role of engineers by studying the field of Biomedical-Engineering;

**HSC Course**
Students undertake the study and develop an engineering report for each of 5 modules:
- Two application modules, where students develop knowledge & understanding of Engineering concepts and impacts through the study of Civil Structures and Personal & Public Transport.
- Two focus modules, where students develop knowledge & appreciation of the role of engineers by studying the fields of Aeronautical Engineering and Telecommunications Engineering.

**Particular Course Requirements:**
At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

**Assessment: HSC course only**

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<th>External Assessment</th>
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<tbody>
<tr>
<td>A three hour written examination</td>
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<td>Assignments</td>
<td>35</td>
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<tr>
<td>Section I Objective response (multiple choice)</td>
<td>20</td>
<td>Engineering Report/s</td>
<td>20</td>
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<tr>
<td>Section 2, Short answer questions</td>
<td>80</td>
<td>Exams</td>
<td>45</td>
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| 100 | 100 |
Course Description:
The Preliminary course involves the “broad knowledge of food technology.” The factors that influence food availability and selection are examined and current food consumption patterns in Australia investigated. Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. (NSW BOS Food Technology Syllabus).

The HSC course involves the “The structure of the Australian food industry is outlined and the operations of one organisation investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process applied in the development of a food product. Contemporary nutrition issues are raised. Investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert and influence on future developments in the food industry as educated citizens and in their future careers.” (NSW BOS Food Technology Syllabus).

Topics Covered
Preliminary
- Food availability and selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC
- Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

Particular Course Requirements:
In the Preliminary Course, practical experiences are used to delve into the science behind food and to understand what makes up our food. Each of these is followed by a write up and analysis of the process. Written briefs are required for all Preliminary topics.

The HSC course has a written report for each topic with practical application to accompany.

Assessment HSC Course Only
Internal Assessments - 50%
External Assessment
Written Examination - 50%

Preliminary Assessment
- Research and Practical - 40%
- Report and Practical - 30%
- Examinations - 30%

Note: Levy - Year 11, $100.00; Year 12, $120.00
French Continuers
Preliminary Course No: 11640
HSC Course No: 15680

2 units for each of Preliminary and HSC, with the option of a 1-unit Extension course for the HSC
Board Developed Course
Prerequisites: Stage 5 French or equivalent knowledge

Exclusions: French Beginners is assumed.

Course Description:
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, French 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 French-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
- The individual
- The French-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 French culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

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<th>Internal Assessment</th>
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<tbody>
<tr>
<td>A ten-minute oral examination:</td>
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<tr>
<td>Conversation</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
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<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Listening and responding</td>
<td>25</td>
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<tr>
<td>Listening and responding</td>
<td>25</td>
<td>Reading and responding</td>
<td>40</td>
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<tr>
<td>Reading and responding</td>
<td>40</td>
<td>Writing in French</td>
<td>15</td>
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<td>Writing in French</td>
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Subject: Geography

Preliminary Course No: 11190
HSC Course No: 15190

Board Developed Course

| Exclusions: Nil |

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 12 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Stage 6 Geography Students may be expected to attend up to 3 fieldtrip activities.

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</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Note a change in exam format was made for 2010 onwards</td>
<td></td>
<td>Geographical tools and skills</td>
<td>20</td>
</tr>
<tr>
<td>Section I – 20 marks Skills/Multiple Choice</td>
<td></td>
<td>Geographical inquiry and research including fieldwork</td>
<td>20</td>
</tr>
<tr>
<td>Section II – 40 marks Short Answer</td>
<td></td>
<td>Communication of geographical information, ideas and issues in app. forms</td>
<td>20</td>
</tr>
<tr>
<td>Section III – 40 marks Extended Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Preliminary Course

| Knowledge and understanding of course content | 40 |
| Geographical tools and skills | 20 |
| Geographical inquiry and research including fieldwork | 20 |
| Communication of geographical information, ideas and issues in app. forms | 20 |
|                                      | 100 |
History Extension

Preliminary Course No: (This course is at HSC level only)

HSC Course No: 15280

1 unit at HSC level only.

**Prerequisites:** A preliminary course in Modern History or Ancient History is a prerequisite for the HSC Extension Course. An HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension Course.

**Course Description:**

The main focus of the History Extension Course is historiography, historical enquiry, communication and understanding how historians work. The focus of the course is not content alone, although an understanding of content is important. Rather than simply extending student’s knowledge of a particular period or event in history, the course is aimed at using historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

**Course Structure:**

**Part I: What is History?**

Percentage of course time: 60%

Students use historical debates from one case study and a source book of historical readings to investigate the question ‘What is history?’ through the key question:

- 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?

Case Studies include: JFK, Elizabeth I, or Historicity of Jesus Christ

**Part II: History Project**

Percentage of course time: 40%

- Developing a proposal for a historical investigation
- Locating, selecting, analysing, synthesising, and evaluating information from a range of historical sources
- Applying the skills by designing and conducting their own historical investigations.
- Presenting research findings through a well-structured historical text
- Appropriate referencing and preparing a bibliography
- Reviewing key sources
- Reflecting on process and product

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>Component</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: What is History?</td>
<td>Written Examination - 50 Question 1 - 25 Question 2 - 25</td>
<td>Knowledge and understanding of significant historiographical ideas and processes - 10%</td>
</tr>
<tr>
<td>Part II: History Project</td>
<td></td>
<td>Skills in designing, undertaking and communicating historical inquiry - the History Project - 40%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

SUBJECT SELECTION BOOK YEAR 11, 2017  YEAR 12, 2018
### Legal Studies

**Preliminary Course No:** 11220  
**HSC Course No:** 15220

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</table>

#### Course Description:
The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

#### Main Topics Covered:

**Preliminary Course**
- The Legal System (40% of course time)
- The Individual and the State (20% of course time)
- The Law in Practice (40% of course time)

**HSC Course**
- Core Crime (30% of course time)
- Core Human Rights (20% of course time)
- Options (2 options) (50% of course time)

Two (2) of the following focus studies will be chosen:
Consumers, family, global environmental protection, Indigenous people, shelter, workplace, world order.

**Key themes incorporated across all topics:** Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

#### Particular Course Requirements:
No special requirements

**Stage 6 Legal Studies Students** may be expected to attend fieldwork/sessions activities.

#### Assessment HSC course only:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| A three hour written examination: Core Crime and Human Rights Options | 50 | Core and focus studies assessed through:  
  - Knowledge and understanding of course content  
  - Inquiry and research  
  - Communication of Legal Studies information, issues and ideas in appropriate forms | 60 |
| | 50 | | 20 |
| | | | 20 |
| | | | 100 |
| Preliminary Course | Knowledge and understanding course content  
 Research and inquiry  
 Communication of Legal Studies information, issues and ideas in appropriate forms | 60 |
| | | | 20 |
| | | | 20 |
| | | | 100 |
# Mathematics

**Preliminary Course No:** 11240  
**HSC Course No:** 15240

2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:** Despite the Board of Studies statement that this course is constructed on the assumption that students have achieved the outcomes in the core of the 5.2 Pathway for the School Certificate, students who have not studied 5.3 Pathway Mathematics in Year 10 will experience significant difficulties coping with the course. Most 5.2 Pathway students who attempt this course eventually change to General Mathematics and when this happens they have a lot of work to catch up on their own.

**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. This mathematics course is an abstract algebra and calculus based course. 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>
<tr>
<td></td>
<td>• Probability</td>
</tr>
<tr>
<td></td>
<td>• Series and series applications</td>
</tr>
</tbody>
</table>

**External Assessment**  
A single written examination paper 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; “concepts, skills and techniques” and “reasoning and communication.”

Concepts, skills and techniques (50%) is primarily concerned with the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Reasoning and communication (50%) is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.

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.
Mathematics General
Preliminary Course No: 11235
HSC Course No: 15235

2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: For students who intend to study the HSC Mathematics General 2 course, it is recommended that they experience at least some of the Stage 5.2 content, particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

Course Description:
The Preliminary Mathematics General course and the HSC Mathematics General 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC Mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.
The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Earning and managing money</td>
<td>• Credit and borrowing</td>
</tr>
<tr>
<td>• Investing money</td>
<td>• Annuities and loan repayments</td>
</tr>
<tr>
<td>• Taxation</td>
<td>• Interpreting sets of data</td>
</tr>
<tr>
<td>• Statistics and society, data collection and sampling</td>
<td>• Normal distribution</td>
</tr>
<tr>
<td>• Displaying and interpreting single data sets</td>
<td>• Sampling and populations</td>
</tr>
<tr>
<td>• Summary statistics</td>
<td>• Further applications of area and volume</td>
</tr>
<tr>
<td>• Units of measurement and applications</td>
<td>• Applications of trigonometry</td>
</tr>
<tr>
<td>• Applications of perimeter, area and volume</td>
<td>• Spherical geometry</td>
</tr>
<tr>
<td>• Similarity of two-dimensional figures, right-angled triangles</td>
<td>• Multistage events and applications of trigonometry</td>
</tr>
<tr>
<td>• Relative frequency and probability</td>
<td>• Further algebraic skills and techniques</td>
</tr>
<tr>
<td>• Algebraic manipulation</td>
<td>• Modelling linear relationships</td>
</tr>
<tr>
<td>• Interpreting linear relationships</td>
<td>• Body measurements</td>
</tr>
<tr>
<td>• Mobile phone plans</td>
<td>• Medication</td>
</tr>
<tr>
<td>• Digital download and file storage</td>
<td>• Life expectancy</td>
</tr>
<tr>
<td>• Costs of purchase and insurance</td>
<td>• Water availability and usage</td>
</tr>
<tr>
<td>• Running costs and depreciation</td>
<td>• Dams, land and catchment areas</td>
</tr>
<tr>
<td>• Safety</td>
<td>• Energy and sustainability</td>
</tr>
</tbody>
</table>

External Assessment
A single written examination paper of 2.5 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; “concepts, skills and techniques” and “reasoning and communication”.

Concepts, skills and techniques (50%) is primarily concerned with the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Reasoning and communication (50%) is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.

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.
Mathematics Extension 1  
Preliminary Course No: 11250  
HSC Course No: 15250

3 units in each of Preliminary and HSC Board Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the 5.3 Pathway course for the School Certificate. To be successful in this subject students need a good understanding of the Year 10 5.3 Pathway and be prepared to spend a substantial amount of time in personal study. 5.2 Pathway students are advised **NOT** to attempt this course. Only very rarely are they successful at this level.

**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:**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Other inequalities</td>
<td></td>
</tr>
<tr>
<td>• Further geometry</td>
<td></td>
</tr>
<tr>
<td>• Further trigonometry</td>
<td></td>
</tr>
<tr>
<td>• Angles between two lines</td>
<td></td>
</tr>
<tr>
<td>• Internal and external division of lines into given ratios</td>
<td></td>
</tr>
<tr>
<td>• Parametric representation</td>
<td></td>
</tr>
<tr>
<td>• Permutations and combinations</td>
<td></td>
</tr>
<tr>
<td>• Polynomials</td>
<td></td>
</tr>
<tr>
<td>• Harder applications of the Preliminary Mathematics course</td>
<td></td>
</tr>
<tr>
<td>• Methods of integration</td>
<td></td>
</tr>
<tr>
<td>• Primitive of ( \sin^2 x ) and ( \cos^2 x )</td>
<td></td>
</tr>
<tr>
<td>• Equation ( \frac{dN}{dt} = k(N - P) )</td>
<td></td>
</tr>
<tr>
<td>• Velocity and acceleration as a function of ( x )</td>
<td></td>
</tr>
<tr>
<td>• Projectile motion</td>
<td></td>
</tr>
<tr>
<td>• Simple harmonic motion</td>
<td></td>
</tr>
<tr>
<td>• Inverse functions and inverse trigonometric functions</td>
<td></td>
</tr>
<tr>
<td>• Induction</td>
<td></td>
</tr>
<tr>
<td>• Binomial theorem</td>
<td></td>
</tr>
<tr>
<td>• Further probability</td>
<td></td>
</tr>
<tr>
<td>• Iterative methods for numerical estimation of the roots of a polynomial equation</td>
<td></td>
</tr>
<tr>
<td>• Harder applications of HSC Mathematics topics</td>
<td></td>
</tr>
</tbody>
</table>

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

**Internal Assessment**

The objectives of the course are grouped into two components; “concepts, skills and techniques” and “reasoning and communication.”

Concepts, skills and techniques (50%) is primarily concerned with the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Reasoning and communication (50%) is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.

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
Preliminary Course No: (This course is at HSC level only)
HSC Course No: 15260

1 unit additional to the Mathematics Extension 1 course, for the HSC. It is only available to students in their HSC year.
Board Developed Course

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. 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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The objectives of the course are grouped into two components; “concepts, skills and techniques” and “reasoning and communication.” Concepts, skills and techniques (50%) is primarily concerned with the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts. Reasoning and communication (50%) is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.</td>
</tr>
</tbody>
</table>
Modern History
Preliminary Course No: 11270
HSC Course No: 15270

2 units for each of Preliminary and HSC Board Developed Course
Exclusions: Nil

Course Description:
The Preliminary course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts, as a background for their more specialised HSC studies.

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through three major studies.

Prerequisites: (a) Preliminary Modern History course

Main Topics Covered
Preliminary Course
- Part I: Case Studies - 50% (at least two)
  One case study must be from Europe, North America or Australia
  One case study must be from Asia, the Pacific, Africa, the Middle East
- Part II: Historical Investigation - 20%
  This cannot overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.
- Part III: Core Study - 30%
  The World at the Beginning of the Twentieth Century

HSC Course (120 hours)
- Part I: Core Study (25%)
  World War 1 and its Aftermath, 1914-1919-Source based study
- Part II: National Study (25%)
  One topic which may be selected from a list including:
  - Russia 1917-1941
  - Germany 1918-1939
  - USA 1919-1941
- Part III: Personalities in the Twentieth Century (25%)
  One personality that may be selected from a list including:
  - J Edgar Hoover
  - Ho Chi Minh
  - Leon Trotsky
- Part IV: International Studies in Peace and Conflict (25%)
  One topic which may be selected from a list including:
  - Conflict in Indochina 1954-1979
  - Arab-Israeli Conflict 1948-1996
  - The Cold War 1945-1991

Particular Course Requirements:
The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

External Assessment | Weighting | Internal Assessment | Weighting
--- | --- | --- | ---
A three hour written examination in four parts, including short answer and extended response questions | 100 | - Knowledge and understanding of course content
- Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources
- Historical inquiry and research
- Communication of historical understanding in appropriate forms | 40
20
20
20

100
100
Music 1
Preliminary Course No: 11280
HSC Course No: 15290

2 units for each of Preliminary and HSC
Board Developed Course
Prerequisites: Music mandatory course (or equivalent)
Exclusions: Music 2

Course Description:
Music 1 provides students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context. It gives opportunities for engagement in a range of musical styles, including contemporary popular music. Music 1 accommodates for widely differing needs and abilities of students by allowing flexibility in the topic choice and areas of study.
Music 1 caters for students who have diverse musical backgrounds and musical interest and is appropriate for those with formal or informal training.
Students will study the concepts of music through performing, composing, listening and musicology activities.

Main Topics Covered:
Students study three topics in each year of the course. These topics can be: Instrument and its repertoire; Australian music; Baroque music; Jazz; Medieval music; Methods of Notating music; Music and religion; Music and the related arts; Music for large ensembles; Music for small ensembles; Music for radio; film; television and multimedia; Music in education; Music of a culture; Music of the 18th Century; Music of the 19th Century; Music of the 20th and 21st Centuries; popular music; rock music; technology and its influence on music; Theatre music.

Particular Course Requirements:
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 HSC 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.

Stage 6 Music – Students may be expected to attend a concert or study day in Sydney once per year.

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:</td>
<td></td>
<td>Core:</td>
<td></td>
</tr>
<tr>
<td>Performance (one piece)</td>
<td>20</td>
<td>Core performance</td>
<td>10</td>
</tr>
<tr>
<td>A 45 minute – one-hour aural exam</td>
<td>30</td>
<td>Core composition</td>
<td>10</td>
</tr>
<tr>
<td>Electives:</td>
<td></td>
<td>Core musicology</td>
<td>10</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
<td>Core aural</td>
<td>25</td>
</tr>
<tr>
<td>Performance (one piece)</td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Composition (one submitted composition)</td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>Musicology (one viva voce)</td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td>Elective 1</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Elective 2</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Elective 3</td>
<td>20</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

The Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

100

100
Music 2
Preliminary Course No: 11290
HSC Course No: 15300

2 units for each of Preliminary and HSC
Board Developed Course

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

Course Description:
Music 2 allows students to develop knowledge and skills that pertain to each of the individual areas of performance, composition, musicology and aural. The integration of these areas acts as a tool towards the understanding and manipulation of the concepts of music in different musical contexts. Music 2 gives opportunities to extend musical knowledge with a focus on Western Art music as well as being able to meet the needs and abilities of the students with a range of interests.

Main Topics Covered:
Students study ONE mandatory and ONE additional topic in each year of the course. In the Preliminary course, the mandatory topic is Music 1600-1900. Additional topics for the Preliminary Course are: Australian music; Music of a culture; Medieval music; Renaissance music; Music 1900-1945; Music 1945–music 25 years ago.

In the HSC course, the mandatory topic is Music of the last 25 years (Australian focus). Additional topics for the HSC course are: Music of the culture (different from preliminary); Medieval music; Renaissance music; Baroque music; Classical music; Music in the 19th Century; Music 1900-1945; Music 1945 – Music 25 years ago.

Particular Course Requirements:
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>Musicology</td>
<td>20</td>
</tr>
<tr>
<td>A one and a half hour written examination paper – Musicology/aural skills</td>
<td>35</td>
<td>Aural</td>
<td>20</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>One Elective from:</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Performance or</td>
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<tr>
<td></td>
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<td>- Composition or</td>
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<td></td>
<td></td>
<td>- Musicology</td>
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</tbody>
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Music Extension
Preliminary Course No: (This course is at HSC level only)
HSC Course No: 15310

1 unit/60-hour course
Board Developed Course

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

Exclusions: Music 1

Course Description:
HSC Music Extension provides challenges and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists. The extension course is intended as a refinement and sophistication of the skills within the learning experiences of either performance of composition or musicology. Students will choose a specialisation and follow an individual program that is negotiated with their teacher.

Particular Course Requirements:
- Performance specialists will be marked by itinerant examiners.
- Composition specialists will need to submit their compositions to the Board and prepare a portfolio of work as part of the process of preparing a submitted work. Composition portfolios will not be examined externally; however, it may be requested by the Board of Studies to validate authorship.
- Musicology specialists will need to submit their final essay to the Board and prepare a portfolio of work as part of the process of preparing a submitted work. Musicology portfolios will not be examined externally, however, it may be requested by the Board of Studies to validate authorship.

Stage 6 Music - Students may be expected to attend a concert or study day in Sydney once per year.

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>Performance (50)</td>
<td></td>
<td>Performance (50)</td>
<td></td>
</tr>
<tr>
<td>Three contrasting pieces, one of</td>
<td></td>
<td>Two assessment tasks</td>
<td></td>
</tr>
<tr>
<td>which must be an ensemble</td>
<td></td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Ensemble</td>
<td>20</td>
<td>Task 2</td>
<td>25</td>
</tr>
<tr>
<td>Solo 1</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solo 2</td>
<td>15</td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Composition (50)</td>
<td></td>
<td>Composition (50)</td>
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</tr>
<tr>
<td>Two original compositions (to be</td>
<td></td>
<td>Two assessment tasks</td>
<td></td>
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<tr>
<td>submitted to the Board of Studies</td>
<td>25</td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Piece 1</td>
<td></td>
<td>Task 2</td>
<td>25</td>
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<tr>
<td>Piece 2</td>
<td>25</td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Musicology (50)</td>
<td></td>
<td>Musicology (50)</td>
<td></td>
</tr>
<tr>
<td>One extended essay (to be</td>
<td></td>
<td>Two assessment tasks</td>
<td></td>
</tr>
<tr>
<td>submitted to the Board of Studies</td>
<td>50</td>
<td>Task 1</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>Task 2</td>
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**Personal Development, Health & Physical Education**

**Preliminary Course No:** 11300  
**HSC Course No:** 15320

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

**Course Description:**
PDHPE is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which leads to enhanced movement potential and appreciation of movement in their lives.

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.

In the HSC course, students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance.

**Main Topics Covered:**

**Preliminary Course**

- **Core Strands (60%)**
  - Better Health for Individuals
  - The Body in Motion

- **Options (40%)**
  Students to select two of the following options:
  - First Aid
  - Composition and Performance
  - Fitness Choices
  - Outdoor Recreation

**HSC Course**

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

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

**Particular Course Requirements:**
The PDHPE Stage 6 syllabus includes a Preliminary course of 120 hours (indicative time) and a HSC course of 120 hours (indicative time)

**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 paper</td>
<td>100</td>
<td>Core Options</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
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</tbody>
</table>
Physics
Preliminary Course No: 11310
HSC Course No: 15330

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Senior Science (Preliminary) |

Course Description:
Physics is the study of the physical world. It focuses on investigating natural phenomena and identifying patterns, applying models, principles and laws to explain their behaviour.

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism and cosmology by focusing on increasing students’ understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, (such as car crashes) and past and current models of the universe.

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.

Students who choose Physics need to have a strong grounding in Mathematics and it is highly recommended that they be undertaking at least Advanced Mathematics in Year 11.

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 are an important part of this course and will occupy a minimum of 80 hours across Preliminary and HSC course time.

Stage 6 Physics Excursions
HSC course
Year 12 – Power Station
## Senior Science

**Preliminary Course No:** 11320  
**HSC Course No:** 15340

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Preliminary courses in Biology, Chemistry, Physics and Earth and Environmental Science. In HSC year, these are not excluded |

### Course Description:

The study of Senior Science provides students with a contemporary and coherent understanding of some of the basic laws, theories and principles of Biology, Chemistry, Physics and Earth and Environmental Science and their application. It includes an examination of the technology that uses these laws, theories and principles and the impact of this science and technology on society. It reflects the interdisciplinary nature of science with a focus on the interdependence of science, technology and society.

This course is specifically designed for students who have an interest in Science but who do not wish to pursue a Science related career.

The Preliminary course develops skills in planning and conducting investigations, scientific thinking and problem solving plus working individually and in teams. This is undertaken through studying Earth’s resources in particular, those in the local environment and the effect of human impact. Studies on water and water quality, plants and the need to maintain biodiversity form a major part of the course. Occupational Health and Safety issues are also examined in a module covering human anatomy and the protective measures required to survive hazards in the everyday environment.

The HSC course further develops the skills obtained in the Preliminary course by undertaking modules that explore the chemistry of many consumer products such as detergents, drugs and cleaning products; medical technology and the replacement of human body parts with artificial devices; and information systems that are involved in communication technologies. The options cover a wide variety of interest areas that further build on the skills obtained in the core components.

### Main Topics Covered:

#### Preliminary Course
- Water for Living
- Plants
- Humans at Work
- The Local Environment

#### HSC Course

**Core Topics**
- Lifestyle Chemistry
- Medical Technology
- Information Systems

**One Option from the following:**
- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

### Particular Course Requirements:

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences are an important part of this course and will occupy a minimum of 80 hours across Preliminary and HSC course time.

### Stage 6 Senior Science Excursions

**Preliminary course**
- Local Environment Activity (Field Work).

**HSC course**
- Visit to the Museum of Human Diseases at the University of New South Wales in Sydney.
Society & Culture
Preliminary Course No: 11330
HSC Course No: 15350

2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description:
Society and Culture has a central focus of the interaction of persons, societies, cultures, environments and time. It promotes students’ awareness of the cultural continuities and changes within societies and cultures. It provides students with the skills to critically analyse complementary and contrasting viewpoints. The course develops individual thinking and the emphasis on individual and group work allows students to work in areas of direct relevance to their lives. A major part of the Year 12 course consists of a Personal Interest Project; an original and comprehensive piece of social and cultural research.

Main Topics Covered:

Preliminary Course
- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

HSC Course
- Personal Interest Project
- Social and Cultural Continuity and Change
Depth studies: TWO to be chosen from:
- Popular Culture
- Belief Systems and Ideologies
- The Nature of Social Inclusion and Exclusion
- The Nature of Social Conformity and Non-Conformity

Assessment: HSC course only

Stage 6 Society & Culture Students may be expected to complete 2 cultural/field work activities.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour written examination, including multiple choice, short answer and extended response questions.</td>
<td>60</td>
<td>Knowledge and understanding</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application and evaluation of social and cultural research methodologies</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td>Personal Interest Project submitted in Term 3</td>
<td>40</td>
<td>100</td>
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<tr>
<td></td>
<td>100</td>
<td>Preliminary Course</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Application and evaluation of research methods</td>
<td>30</td>
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<td></td>
<td></td>
<td>Communication of ideas and information appropriately</td>
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</table>
Software Design & Development
Preliminary Course No: 11340
HSC Course No: 15360

2 units for each of Preliminary and HSC Board Developed Course  
Exclusions: Nil

Course Description:
The Software Design Course allows students to become creators of digital technologies not only users. Students in this course will take control of the systems they are using programming a number of devices.
For students to be able to understand this creation process they need to understand not only the why, but the how and then do.
This course allows students to develop software solutions using a variety of environments ranging from simple android apps, to embedded circuits, to the Python learning environment, they will consider the interaction that occurs between software and other components of digital technologies.
Students in this course will be introduced to a variety of programming languages through not only online courses, but also using our Learning Management Systems Moodle but also in class exercises.

Main Topics Covered:
The foundation for the HSC course is laid in the preliminary year. Students will be able to work at their own pace in learning and applying the skills they learn to the actual development of software. The methodology used to plan, create, review, collaborate and modify software solutions through to encoding and testing the programs developed. This process is a compulsory component of 25% in the HSC course.
The major project and to a lesser extent the project in the preliminary course will allow students to put into practice the skills they have learnt in their own areas of interest.
The course also allows students to explore the emerging technologies and look at how these are affecting our society and how developing software is meeting their particular needs. Students will explore ‘the world is being eaten one line of code at a time,’ how programming is becoming more and more involved in helping us run our lives.

Particular Course Requirements:
Practical experience will occupy a minimum of 25% of the Preliminary course, and a minimum of 30% of the HSC course.

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</td>
<td>100</td>
<td>• Development and Impact of Software Solutions</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td>• Software Development Cycle</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td>• Developing a solution package</td>
<td>25</td>
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<td></td>
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<td>• Option</td>
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</table>
### Studies of Religion II

**Preliminary Course No:** 11360  
**HSC Course No:** 15380

2 units for each of Preliminary and HSC Board Developed Course  
**Exclusions:** Nil

#### Course Description
Studies of Religion II promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society, with an emphasis on the Australian context.

#### Main Topics covered

**Preliminary Course**
1. Nature of Religion and Beliefs  
2. Religious Tradition 1; Hinduism  
3. Religious Tradition 2; Islam  
4. Religious Tradition 3; Christianity  
5. Religions of Ancient Origin  
6. Religion in Australia pre-1945

**HSC Course**
1. Religion and Belief Systems in Australia post-1945  
2. Religious Tradition Depth Study 1; Hinduism  
3. Religious Tradition Depth Study 2; Islam  
4. Religious Tradition Depth Study 3; Christianity  
5. Religion and Peace  
6. Religion and Non-Religion

#### Studies of Religion
Stage 6 Studies of Religion students will be expected to attend several site visits as well as cultural interactions.

#### 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>Knowledge and understanding of the course content</td>
<td>40</td>
</tr>
<tr>
<td></td>
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<td>Source based skills</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Inquiry and research skills</td>
<td>20</td>
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<td></td>
<td></td>
<td>Communication of information, ideas and issue in appropriate forms</td>
<td>20</td>
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<table>
<thead>
<tr>
<th>Preliminary Course</th>
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</thead>
<tbody>
<tr>
<td>- Knowledge and Understanding</td>
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<tr>
<td>- Source-based skills</td>
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<tr>
<td>- Inquiry and research</td>
</tr>
<tr>
<td>- Communication of information</td>
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Textiles & Design

Preliminary Course No: 11370
HSC Course No: 15390

2 units for each of Preliminary and HSC Board Developed Course
Exclusions: Nil

Course Description:
The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered:

Preliminary Course
- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (ATCFAI) (10%)

HSC Course
- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

Particular Course Requirements:
In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the ATCFAI developed in the Preliminary course.

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 of one and a half hours</td>
<td>50</td>
<td>The Australian Textile, Clothing, Footwear and Allied Industries.</td>
<td>10</td>
</tr>
<tr>
<td>Major Textiles Project and Folio</td>
<td>50</td>
<td>Properties and Performance of Textiles</td>
<td>20</td>
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<td></td>
<td></td>
<td>Design</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Major Textiles Project</td>
<td>50</td>
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Note: Levy – Year 11, $50.00; Year 12, $50.00
Visual Arts
Preliminary Course No: 11380
HSC Course No: 15400

2 units for each of Preliminary and HSC - 120 indicative hours each course
Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:
Photography, Video and Digital Imaging - works developed cannot be used in full or part of assessment in Visual Arts.
Visual Design – works developed cannot be used in full or part of assessment in Visual Arts.

Course Description:
In our contemporary world Visual Arts has a significant role within a world based on visual codes and literacy. Many kinds of knowledge are increasingly managed through visual imagery. Our primary language is now visual. Visual Arts is of great relevance to students’ lives and enables them to gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others. Visual Arts encompasses the areas of art, design, craft and architecture, the subject is theoretically and practically sustained by practice, the frames, and a conceptual framework about art. It explores who artists are, what they do, how they make artworks and how these link together to better understand the world we live in and the world of the past. Students develop their own artworks, culminating in a ‘body of work’. Art making reflects students’ knowledge and understanding about their own practice and 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 subject rewards individual thinking in the representations of students’ ideas both aesthetically and persuasively. It offers students opportunities to engage in creative and inductive 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. 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. These students will need to engage in wider reading about art practices if their knowledge is limited.

Course overview
Preliminary Course learning opportunities focus on:
- 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
- How students may develop meaning, focus and interest in their work
- Building understandings over time through various investigations and working in different forms of art.

HSC Course learning opportunities focus on:
- 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 focus in their work.

Particular Course Requirements:
Preliminary Course (50% Artmaking, 50% Art Criticism and Art History)
- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in art criticism and art history
- Case studies

HSC Course (50% Artmaking, 50% Art Criticism and Art History)
- Development of a body of work and use of a 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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<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½ hour written paper</td>
<td>50</td>
<td>Development of the body of work and use of the Process Diary</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work (Artmaking)</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td>Artmaking Criterion</td>
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<tr>
<td>Conceptual Strength, and Resolution</td>
<td>100</td>
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</table>

Year 11 students may need to supply some additional speciality materials if required.
Year 12 students may need to supply some materials for their HSC Body of Work.
## Vocational Education & Training (VET) Courses
### Board Developed

## Hospitality Operations (240 hours)

**Preliminary Course No:** 26501  
**HSC Course No:** 26501

**Prerequisites:** Nil  
**Exclusions:** Hospitality Operations (120 hours)

### Course Description:
This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions. The course is based on units of competency which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.

This course incorporates five core units plus a range of units from various functional areas. These are presented as four elective strands: Cookery/Catering, Accommodation Services, Multi-Skilled Operations, Food and Beverage Service and Kitchen Operations. Commercial Cookery is the elective strand offered to students.

### Main Topics Covered:
- In the core of the course students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.
- Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace. Dates are set at the beginning of the year for work placement.

### Assessment:
**Competency Assessment**

**Please note:** Cooking uniform and knife kit will be required at the beginning of this courses commencement. Please see levy charges below.

This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency based assessment determines the vocational qualification that a student will receive.

**External Assessment – HSC Examination**

The Higher School Certificate examination for Hospitality Operations (240 hours) will involve a written examination made up of multiple-choice items, short answers and extended response items. The questions will be drawn from units of competency and HSC Requirements and Advice shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.

### Qualifications:
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in Hospitality Operations (240 hours) will be eligible for a statement of attainment towards the AQF Certificate II in Hospitality Operations.
- Students who are assessed as competent (through integrated competency assessment) in all of the units of competency in the Hospitality Operations (120 hours) will be eligible for the AQF Certificate I in Hospitality Operations.
- Students who are assessed as competent for some units of competency will be eligible for a Statement of Attainment showing partial completion of Certificate I or II.

### Note:
Levy – Consumables, Year 11 $223.00 (this includes the tool kit); Year 12 $150.00. Other - Uniform (sourced by the students at an approximate cost of $90.00)
The following pages contain a list of TAFE delivered VET courses for 2017.

These courses are available at different campuses (and not all courses are available at each campus):

  Belmont
  Cessnock
  Glendale
  Gosford
  Hamilton
  Hunter Street
  Kurri Kurri
  Maitland
  Muswellbrook
  Newcastle
  Ourimbah
  Scone
  Singleton
  Tomaree
  Wyong

Students may wish to consider any one of these courses, however, they must be aware that a merit selection process exists, with limited numbers in most courses.

Students would also need to consider the campus at which any one particular course is available, and how accessible that is for them on a weekly basis.

For 2017 TAFE Courses, Campuses & Delivery Days: Students must consult the TAFE website www.hunter.tafensw.edu.au/tvet. Go to TVET Course Section to obtain current information regarding the course, campus and delivery day. Course information is also available on Moodle on the HVGS website.

Students attending TAFE will be responsible for keeping up-to-date with any work, from lessons that they may miss, when they attend TAFE.

Students also need to check whether or not a particular TAFE course contributes to their ATAR.

If students wish to consider a TAFE course, as part of their pattern of study for Years 11 and 12, then they need to be aware that there may be a cost associated with this option.

There may be course costs incurred for students and these may vary depending on the course. Information regarding costs would be sought from Mr Ross Mayall mayallr@hvgs.nsw.edu.au.

Undertaking a TAFE course also needs to be discussed with Mr Ross Mayall and your Head of Year as part of their overall education plan for Stage 6.
Applications

When & how do I apply? You can download a TVET Application Form or obtain one from the MOODLE site. Once you have completed the application, have it approved by Mr Mayall, TVET Coordinator and parent/caregiver. Closing dates are available on the application forms. Applications received in Round 1 have priority over those received in Round 2.

What do I do next?

- Download the TVET Application Form from Moodle.
- Complete your application form, have your parent/caregiver sign part 7 and return to Mr Mayall for the approval of part 8. These will be forwarded to the relevant TAFE Campuses by HVGS.

Application Closing Dates for 2016
Round 1: Term 3 Week 8 (9 September, 2016)
Round 2: Open Round – Closes (27 February, 2017)

You will be advised by letter to your home address the outcome of your application. If successful you will receive an orientation letter in mid-January which details start dates, times and the location of your first class.

High Demand courses

What are high demand courses?

Some TVET courses are very popular and there are only limited places available. High demand courses for 2017 are:

- Access Discrete Courses
- Hairdressing - (All Campuses)
- Tourism - (Hamilton & Ourimbah Campuses)
- Automotive – (Glendale)

You will need to complete a normal application form as well as a TVET High Demand Courses Form. This is mandatory for the application to be considered. This application must be signed by your school and forwarded to the Campus together with your TVET application.

If the required documents are not attached to the application, it will be processed after all other applications have been considered. The attachments required are:

- Completed TVET application form
- Copy of your most recent School Report
- TVET High Demand Courses form (see link above)

Students may attach additional supporting evidence which may be considered in the review of the application. Highly Recommended.

Contact Mr Ross Mayall mayallr@hvgs.nsw.edu.au, TVET coordinator for further assistance.

How are students selected for TVET courses?

Students are offered places in courses on the basis of satisfying the following criteria:

- level of ability including pre-requisite skills which indicates a capacity to succeed in the course
- application to studies, maturity and suitability for an adult learning environment
- high level of interest in the proposed course demonstrated through, for example, interests or commitment to completing the course
- a good School attendance record
Students are encouraged to attach a copy of their most recent school report to their application to assist the selection process for high demand courses.

**Withdrawal from a Course**

Students who wish to withdraw from a course must do so before week three (3) of the first TAFE Term. There is a process to follow for course withdrawal and failing to follow this procedure could lead to the student being liable for the expense of the course.

To withdraw from a course, a “Withdraw from a course” form must be filled out and signed. This form must be given to Mr Ross Mayall to also sign and fax to the relevant TAFE campus.

**Fee Structure**

Some TVET courses incur a fee payable to HVGS. It is not possible to list all of the courses at this point however, upon your application to enrol in a TVET course, you will be notified by the school should your chosen course incur a fee. Applications for courses that incur a fee will **NOT** be processed without written consent from the student’s parents / guardian.

TVET courses range in cost from $900 - $5,000. The school covers the cost of some of these courses as it receives a funding grant each year from the Association of Independent Schools. These fees will be reimbursed by the parent/caregiver to the school should the student discontinue the course. Courses that are in the higher fee range will require additional payments above that of the normal school fees. Further information on this can be obtained from the TVET coordinator and the Director of Teaching and Learning.

**HSC and ATAR information**

Does my TVET course contribute units towards my HSC? Yes! All TVET courses count towards your HSC. However, only one VET course can be included in the ATAR.

Only the Industry Curriculum Framework courses count towards your ATAR and require mandatory work placement. These courses include Business Services, Construction, Entertainment, Hospitality, Tourism, Information Technology, Metals & Engineering, Primary Industries and Retail.

The HSC exam maybe optional for these courses but you must have studied the courses for **two years** to be eligible for the exam. The Non-Framework Board developed course, Accounting, is unique as it counts towards your ATAR without work placement or a HSC exam. For further information see Mr Mayall.

**Homework**

You should expect to be given homework. The amount of work to be completed outside the classroom varies across courses. When you are not given set homework, make sure you read over your class notes before you attend the next class. Progressive reading and revision of previously learned material will enhance your course outcomes.

**Attendance**

Most TVET courses are offered one afternoon per week for a 4 hour class. Some courses include a block session, i.e. a full day or series of days. This allows students the opportunity to make full use of workshops and to ensure that course content is thoroughly covered. You would be notified if your course included a block component.

You are expected to attend every TVET class. Punctuality and attendance at TAFE should be given the highest priority. TAFE is required to inform the school of your attendance pattern.

There are no formal attendance requirements, however it is expected that students miss no more than 2 classes during the course. If you miss classes the teacher may determine that, as a result of absence, you have not met the course completion criteria. This can result in removal from the course and require the family to reimburse the School for the TAFE fees.
You MUST inform Mr Ross Mayall in advance where possible if you plan to be absent on a day that you are scheduled TAFE. It is also the student’s responsibility to contact their TAFE teacher and also let them know. For unplanned absences, you must provide HVGS with a satisfactory note from home, as per the procedures outlined in the School’s policy on absences.

HVGS Pupil free days. TAFE classes are still conducted on pupil free days.

**Signing in and out of HVGS**

All students attending a TVET course are required to sign out of the School via the official Senior School sign out book located in the Administration Building.

Catching up on missed School work, due to your TAFE schedule, is each individual students’ responsibility. TAFE courses often run during a School afternoon and students could miss out on lessons from other subjects. Students should be mindful of this and take the necessary action to ensure they are up to date with their work.

If you wish to change or correct your personal details you must complete a form available from Campus Administration. This form can be used to modify personal details including name, address, date of birth, etc. It is essential you notify the Campus of changed details. If the Institute does not have your correct contact details you may not be able to receive your TAFE testamur.
Application / Expression of Interest to Study an External TVET Course

Please return this Form to Mr Ross Mayall in F Block by: ________________________________

Student Name __________________________________ Current School Year ______________

List of School Subjects for Year 11/12

__________________________________________  ______________________________________

__________________________________________  ______________________________________

__________________________________________  ______________________________________

Name of External Course, Course Number and Course Provider you wish to study:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Career Aspirations (how will this Course assist):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

____________________________________________________________________________________

Student Signature ___________________________ Parent Signature___________________________

OFFICE USE ONLY

Approved     Yes     No

Director of T & L ______________________________
    (signature)

T-VET Coordinator ______________________________
    (signature)
Notes on Choosing Your Subjects

When selecting your subjects please read the Subject Selection Booklet, for the Board of Studies rules. Given these requirements, you should also follow the four steps outlined below when choosing your Year 11/12 subjects.

1. Be realistic in your aspirations and course selections.
2. Choose subjects you enjoy and do well in to maximise your ATAR.
3. Look at tertiary prerequisites within the above constraints.
4. Bracket your tertiary study alternatives around your ability and don’t fix on just one course.

The following points should be borne in mind:

- Although a broad range of courses are initially offered to students, in the natural course of events it may not be viable for the school to follow through on all course offerings.

- If a student is not able to select a course within the School structure, then it may be possible to pursue a course via Open High School.

- Although it is a school recommendation that students study a course of mathematics in their senior years, it is not compulsory to do so.

- In some instances, it may be in a student’s best interests to pursue their HSC over several consecutive years. The guidelines to do so are set by the Board of Studies under the Pathways Program. Please consult Mrs Pauliene O’Grady if you believe this may apply to you.

- Students studying VET courses are to be assessed within a prescribed set of competencies pertaining to each particular course. The level of competency attained can then lead to eligibility for varying AQF certificates. Each VET course may have a different level of accreditation. [AQF – Australian Qualifications Framework]

- Some courses have set exclusions; that is to say, they cannot be studied in conjunction with all or part of an overlapping course. These exclusions need to be checked before course selection is finalised.

- The School structure caters for the prescribed 12 units of study within the “normal” day 8:30am-3:00pm. Please ensure that your course selection adds up to at least 12 units in Year 11. Extension courses may need to be timetabled beyond the “standard” School day at lunchtime, before 8:30am or after 3:00pm.