



STAGE 6 COURSE GUIDE 2017-18



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1. INTRODUCTION

This Stage 6 Course Guide is designed to help you understand the Higher School Certificate (HSC) and to provide some guidance in selecting a programme of study. The information contained in this booklet is current and accurate at the time of publication. However, the courses offered by the school and the NSW Education Standards Authority requirements may change in some cases. This booklet is a guide only and further information is available from the NSW Education Standards Authority (NESA) website: www.boardofstudies.nsw.edu.au

2. OVERVIEW OF THE HSC

The HSC recognises thirteen years of schooling and is the highest educational award you can gain in New South Wales schools. A wide range of study areas are offered to match individual abilities, interests and goals. Extension courses enable students to undertake more in-depth study in areas of special interest and ability. Vocational Education and Training (VET) courses count towards the HSC and also lead to qualifications recognised across a range of industries under the Australian Qualifications Framework.

Progress towards the award of the Higher School Certificate (HSC) consists of two distinct phases. *Preliminary courses* are studied in Year 11 (Terms 1 to 3) before moving on to *HSC courses* in the same subjects from Year 11 Term 4 to Year 12 Term 3.

HSC examinations prepared by NESA take place in Term 4 of Year 12. In most cases, students are examined on the HSC course content with the content of the Preliminary course being considered assumed knowledge. Most examinations for the HSC are written examinations that are held in October and November each year. You may be required to take speaking (oral) examinations in Languages, performance examinations in Dance, Drama and Music, or prepare projects and practical works to be submitted as part of the HSC examination. The practical examinations for some courses are held in Term 3 of the HSC year.

If you meet all the requirements for the HSC, you will receive the following:

HSC Testamur – a certificate acknowledging your completion of the HSC, containing your name and school.

HSC Record of Achievement – a transcript containing the results in each of your HSC courses. For each HSC course with an examination, your results are recorded as follows:

- Assessment Mark (where applicable) – the mark awarded for your school-based assessment tasks (moderated by NESA)
- Examination Mark – the mark awarded for the HSC examination
- HSC Mark – the average of the Assessment Mark and the Examination Mark
- Performance Band – your level of achievement in the course.

3. REQUIREMENTS FOR THE AWARD OF THE HSC

To be eligible for the award of the Higher School Certificate you must:

- study a permitted combination of courses (refer to pattern of study information below)
- complete the requirements for each course, including any necessary practical or project work, or work placement
- complete tasks designed by your school for the internal assessment program in each HSC course
- sit for, and make a genuine attempt at, the required HSC examinations.
- the introduction of minimum standards for literacy and numeracy for the award of the HSC do not come into place until 2020 and so will not apply to this cohort.

Pattern of study requirements

Preliminary Course (Year 11)

- at least 12 units in total e.g. six 2 unit courses or five 2 unit courses and two 1 unit courses
- 2 units of English – the only compulsory course requirement
- at least 6 units of Board Developed Courses
- at least four subjects
- at least three courses of 2 units or greater

HSC Course (Year 12)

To qualify for the Higher School Certificate, students must have satisfactorily completed a Preliminary Course pattern of study and, in addition in Year 12 have studied:

- at least 10 units in total e.g. five 2 unit courses or four 2 unit courses and two 1 unit courses
- 2 units of English
- at least 6 units of Board Developed Courses
- at least three courses of 2 units or greater

4. ELEGIBILITY FOR AN ATAR

The Australian Tertiary Admission Rank (ATAR) is a numerical measure (between 0 and 99.95) of a student's overall achievement in the HSC compared to other students. It is used by universities, sometimes in conjunction with other criteria, to rank and select school leavers for admission. The ATAR is a rank not a mark.

Eligibility for and calculation of the ATAR are outlined below and more information is available from the following University Admission Centre (UAC) website <http://www.uac.edu.au/atar/>

The ATAR is calculated on the best 10 units, based on scaling completed for the HSC. These 10 units must include:

- at least two units of English
- at least eight units of Board Developed Category A courses
- at least three Board Developed courses of two units or greater
- courses from at least four subjects
- at most, 2 units of Category B courses may be included

The mark used from each course in calculating the ATAR is made up of the average of the moderated school assessment mark and the HSC examination mark. Marks are then 'scaled' for the ATAR according to the overall level of achievement of all the candidates in each course. 'Scaling' attempts to equate marks in different courses, with different demands. The effect of scaling on marks varies throughout the rank order and from year to year.

5. PRELIMINARY COURSES AVAILABLE AT OFGS

Preliminary Course	Units	Preliminary Course	Units
English Studies	2	Design and Technology	2
English Standard	2	Food Technology	2
English Advanced	2	Industrial Technology - Multimedia Technologies	2
English Extension 1	1		
Mathematics General 2	2	Drama	2
Mathematics	2		
Mathematics Extension 1	1	Music 1	2
		Music 2	2
Biology	2		
Chemistry	2	Visual Arts	2
Physics	2	Photography, Video & Digital Imaging (PVDI - Year 11 only)	2
Business Studies	2	PDHPE	2
Economics	2	Sport Lifestyle & Recreation Studies (SLRS - Year 11 only)	2
Geography	2		
Legal Studies	2	French Beginners	2
Ancient History	2	Year 12 HSC only	
Modern History	2	English Extension 2	1
Studies of Religion (SOR)	1	History Extension	1
		Mathematics Extension 2	1
		Music Extension	1

6. VOCATIONAL EDUCATION AND TRAINING COURSES

For students planning a vocational pathway beyond school, a Vocational Education and Training (VET) course can be included in their Year 11 and 12 pattern of study. 2 unit Photography, Video & Digital Imaging and 2 unit Sports Lifestyle & Recreation Studies are both offered in Year 11 and cater for vocational students, or those wishing to terminate a 2 unit course in Year 12.

VET courses allow students to gain both HSC accreditation and Australian Qualifications Framework (AQF) VET qualification at a Certificate I or II level depending on whether a course is studied over 1 or 2 years. AQF VET qualifications are recognised by industry and employers throughout Australia. Students also receive a Certificate or Statement of Attainment which reports the competencies have achieved.

VET courses are either:

- Board Developed Category B courses, of which only 2 units can count towards an ATAR if students sit the HSC Examinations for the course, or
- Board Endorsed non-ATAR courses

Northern Beaches TAFE runs an array of courses for school students at its campus, near Warringah Mall, and also at Freshwater Senior Campus. Most of these courses operate on a Tuesday afternoon usually from 2.00 – 6.00 pm so departure early from school is required. Students are responsible for making their own transport arrangements and commonly car pool. TAFE is an adult learning environment; students are expected take responsibility for their own learning. Oxford Falls School staff do not monitor or supervise students while attending these courses.

Most VET courses involved 'Structured Work Placements'. These are arranged through the Northern Beaches Business Education Network Inc. A supervisor from school or TAFE will oversee all work placements. To minimise interruption to students' schooling **it is expected that these work placements take place in school holidays.**

TVET courses **require payment in addition to normal school fees** in the approximate range of \$800 - \$3,400 (rebates for part of the fees are available in some cases).

Contact the Careers Advisor or Director of Curriculum for information about the availability of TAFE courses and the suitability for each student.

7. SUGGESTED PATTERNS OF STUDY

A minimum of 12 units of study are required in Year 11. While it is possible to study 13 units, the following patterns of study are recommended:

- Five 2 unit courses + 1 unit Ext English/Maths + 1 unit SOR = 12 units
- Six 2 unit courses = 12 units
- Six 2 unit courses (including 2 unit PVDI/SLRS) = 12 units
- Five 2 unit courses + 2 unit TAFE course = 12 units
- Four 2 unit course + 2 unit PVDI/SLRS + 2 unit TAFE course = 12 units

8. MAKING GOOD CHOICES

Your Interests: Choose courses that you'll enjoy! By the end of Year 12, you will have spent a considerable amount of time on these courses. It will be easier and more enjoyable for all concerned if you choose courses that interest you.

Your Abilities: Some courses are very difficult and may not be suitable for all students to attempt. Stay open to advice from your parents and your teachers about the appropriateness of courses.

Major Works: Some courses involve a 'major work' component in the HSC year. Students will need to manage their progress to ensure they meet the deadlines for major works, which are due in Term 3 of the HSC year. Students wishing to select more than 2 major work courses may only do so with prior approval from the Head of Senior School and the Director of Curriculum.

ATAR: To achieve the highest possible ATAR you should choose appropriate courses that match your interest and abilities and strive to achieve above average results.

Career Aspirations: Possible career options are another important consideration. Courses should be chosen that support your career aspirations or keep your options open if you are still deciding. There may be pre-requisites for tertiary courses which need to be considered when choosing courses. The Universities Admissions Centre's Guide (UAC Guide) is a good reference, outlining all the current pre-requisites for University courses. University websites should also be consulted for course entry information. Appointments can be made with our Careers Advisor to further assist in this area.

Teachers: Don't make a decision based on who you think is teaching the subject. Personal likes and dislikes do exist but a mature, balanced working relationship can easily overcome such matters. Staffing of classes for next year will not be determined at the time of subject selection.

Friends: Having good friends is important but they are not a good reason to choose a course. The abilities and aptitudes of your friends may differ from yours. So make choices based on what is best for you rather than on what others are doing.

Take advice: Take advice from a range of sources including teachers, parents and older students. Teachers know their students and their abilities and their advice will be crucial in making the right decisions. In the final analysis, schools reserve the right to direct a student's choice when there are serious misgivings about the wisdom of that choice.

Other options: Not all Year 10 students will wish to gain the Higher School Certificate or aim for tertiary entrance. The HSC may not be the best option for every student. NSW Government legislation requires students to remain in school until 17 years of age unless enrolled in vocational training or gaining employment for a minimum 25 hours per week.

We are committed to helping students choose appropriate post-school training and the formal traditional academic pathway is only one of a number of alternatives. If you are considering options outside of school after Year 10 the Careers Advisor can provide you with invaluable information and guidance.

9. THE PROCESS OF COURSE SELECTION

Read the Course Descriptions

They list all the courses that Oxford Falls Grammar School is considering offering at school next year. The courses run at the school next year will depend on student preferences, timetabling constraints and meeting minimum class sizes. However, based on previous experiences, the vast majority of these courses will be run. Courses available at TAFE will be those available on Tuesday afternoons from 2.00pm – 6.00pm.

Ask Questions

The Director of Curriculum, Careers Advisor, teachers, parents and past students can all provide valuable information in helping you select courses. If you are considering studying courses through External Providers you may also wish to contact them or visit their websites for more information.

Complete your course selections online

After the Stage 6 Information Evening in Term 3 week 2, you will be provided with instructions to complete your online course selection in which you will be asked to indicate:

1. Your desired level of mandatory English – students will be expected to enrol in the Advanced English course unless the Standard English course is recommended by the school
2. Your preferences from the remaining courses including 2 reserves

Note. If you are studying 1 unit Extension English or Maths, you are advised to include 1 unit Studies of Religion to avoid having to carry 13 units of study in Year 11.

Your online **course selection must be completed by Wednesday 3 August** (Term 3 Week 3) and a signed receipt of your selections is to be submitted to Senior School Reception by **Friday 5 August**.

Confirmation of Final Course Lines and Final Student Selections

Late in Term 3 you will be issued the Final Course Lines which will be generated to best suit the majority of students in the cohort. Students for whom the Final Course Lines require them to call on their reserve courses will be contacted to confirm their pattern of study.

It is important to note that some courses may not be run if minimum class sizes are not met (as deemed appropriate by the school). Additionally, if demand for a course exceeds the maximum class size the relevant Head of Department may be asked to advise the Director of Curriculum regarding which applicants are most likely to be able to meet the course requirements.

10. COURSE DESCRIPTIONS

Course descriptions have been provided in alphabetical order. Further information about courses offered through External Providers such as TAFE and Open High School is available from their websites or on request from the Careers Advisor or Director of Curriculum.

ANCIENT HISTORY (2 UNITS)

Skills involved	Research, reading, writing
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	Awaiting NESAC confirmation

Year 11 Course

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.

Students are required to study Parts I, II and III of the course.

Part I: Investigating Ancient History

- (a) The Nature of Ancient History
- (b) Case Studies: at least TWO. One from Egypt, Greece, Rome or Celtic Europe and one from Near East, Asia, the Americas or Australia

Part II: Features of Ancient Societies

Students study at least TWO ancient societies through an investigation of:

- A different key feature for each society, OR
- One key feature across the societies selected

Part III: Historical Investigation

The historical investigations designed to further develop relevant investigative, research and presentation skills. The investigation should extend a particular area of individual student or group interest. The investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course and need not be completed as one project.

HSC Course

The course comprises a study of:

Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum	25% of course time
Part II: Ancient Society – Athenian Society in the time of Pericles	25% of course time
Part III: Personality in Their Time – Pericles	25% of course time
Part IV: Historical Period – The Augustan Age	25% of course time

The course requires study from at least TWO of the following areas:

- 1 Egypt
- 2 Near East
- 3 Greece
- 4 Rome

The core study, *Cities of Vesuvius – Pompeii and Herculaneum*, is a Roman study.

BIOLOGY (2 UNITS)

Skills involved	<i>Working Scientifically:</i> Questioning and Predicting, Planning Investigations, Conducting Investigations, Process Data and Information, Analysing Data and Information, Problem Solving, Communicating.
Practical component	Medium
HSC Major Work	No
HSC Written Exam Length	2.5 – 3 hrs (awaiting NESAs confirmation)

Course Description:

The Biology Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses *Working Scientifically* processes to develop scientific investigative skills. It focuses on developing problem solving and critical thinking skills in order to understand and support the natural environment. When working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Main Topics Covered:

Year 11

Module 1: Cells as the Basis of Life

Module 2: Organisation of Living Things

Module 3: Biological Diversity

Module 4: Ecosystem Dynamics

Year 12

Module 5: Heredity

Module 6: Genetic Change

Module 7: Infectious Disease

Module 8: Non-infectious Disease and Disorders

Depth Studies:

At least one depth study must be included in both Year 11 and Year 12.

- A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.
- Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning.

BUSINESS STUDIES (2 UNITS)

Skills involved	Research, inquiry, analysis, planning
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	3 hours

Course Description: Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students both in tertiary study and future employment.

Main Topics Covered:

- Key Business Functions
- Operations
- Marketing
- Human Resources
- Finance
- Management and Planning

Preliminary Course

- Nature of Business (20%) – The focus of this topic is the role and nature of business in a changing business environment.
- Business Management (40%) - The focus of this topic is the nature and responsibilities of management in the business environment.
- Business Planning (40%) – The focus of this topic is the processes of establishing and planning a small to medium enterprise.

HSC Course

- Business Operations (25%) – The focus of this topic is the strategies for effective operations management in large businesses.
- Marketing (25%) – The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25%) - The focus of this topic is the role of interpreting financial information in the planning and management of a business.
- Human Resources (25%) – The focus of this topic is the contribution of human resource management to business performance.

Key competencies are embedded in the Business Studies syllabus to enhance student learning. The key competencies of **collecting, analysing and organising information** and **communicating ideas and information**, reflect core processes of business research and case studies and are explicit in the objectives and outcomes of the syllabus. The principal focus of Business Studies is the development of students' ability to analyse situations, assess the key problems and propose solutions. This clearly encompasses the key competency of **solving problems**.

CHEMISTRY (2 UNITS)

Skills involved	<i>Working Scientifically:</i> Questioning and Predicting, Planning Investigations, Conducting Investigations, Process Data and Information, Analysing Data and Information, Problem Solving, Communicating
Practical component	Medium
HSC Major Work	No
HSC Written Exam Length	2.5 – 3 hrs (awaiting NESAs confirmation)

Course Description:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies. An increased understanding of chemistry can be a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Main Topics Covered:

Year 11

Module 1: Properties and Structure of Matter
Module 2: Introductions to Quantitative Chemistry
Module 3: Reactive Chemistry
Module 4: Drivers of Reactions

Year 12

Module 5: Equilibrium and Acid Reactions
Module 6: Acid/Base Reactions
Module 7: Organic Chemistry
Module 8: Applying Chemical Ideas

Depth Studies:

At least one depth study must be included in both Year 11 and Year 12.

- A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.
- Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.

DESIGN AND TECHNOLOGY (2 UNITS)

Skills involved	Research, design, report writing, practical making skills
Practical component	High
HSC Practical Exam	Major Work
HSC Major Work	Choice of Major Study Option
HSC Written Exam Length	1.5 hours

Course Description:

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary Course, students study designing and producing which includes the completion of at least two design projects.

In the HSC Course students undertake a study of innovation and emerging technologies and the completion of a Major Design Project.

Textiles

Those students wishing to use textiles as their main material for Design & Technology must select Design & Technology (Textiles) on their course selection form. These students may be provided with separate tuition for practical lessons.

Main Topics Covered:

Preliminary Course

Designing and Producing includes the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC Course

Innovation and Emerging Technologies includes a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation and project evaluation.

In the Preliminary Course students must participate in hands-on practical activities. In the HSC Course the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

DRAMA (2 UNITS)

Skills involved	Interpretation, communication collaboration, performance and critical analysis.
Practical component	High
HSC Major Work	Major Production, Individual Projects and Group Performances.
HSC Written Exam Length	1.5 hours

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 the theoretical and experimental exploration of practitioners, dramatic forms with their conventions and performance styles.

HSC course content comprises a mandatory Australian Theatre topic and an elective study in Drama. These involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. Students will learn to apply the Drama practice towards an analytical Drama Essay, articulating their personal and shared experiences in theatre and its impact on society.

Main Topics Covered:

Preliminary Course

- Improvisation, Play Building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

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

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate their performance skills. In preparing for the Group Performance, the published Course Prescriptions include a topic to be used as a starting point. Students are marked individually within the Group Performance for the Practical HSC Examination. The Group Performance Practical Examination Mark constitutes 30% of a student's HSC Examination Mark.

For the **Individual Project** students demonstrate their expertise in a particular area. They choose one project from *Critical Analysis (Director's Folio OR Portfolio of Theatre Criticism OR Applied Research Project)* or *Design (Costume OR Lighting OR Promotion and Program OR Set)* or *Performance* or *Script-writing* or *Video Drama*.

Students choosing individual Project Design or Critical Analysis will base their work on one of the texts from the published text list. Students must ensure that they do not choose a text or topic they are studying in any other HSC course when choosing Individual Projects. The Individual Project Examination Mark constitutes 30% of a student's HSC Examination Mark.

ECONOMICS (2 UNITS)

Skills involved	Research, inquiry, analysis, writing
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	3 hours

Stage 6 Economics is an important and distinctive subject because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to:

- Understand the background and implications of contemporary economic issues
- Discuss appropriate policies to solve economic problems and issues
- Understand changing interest rates, share values or the value of the Australian dollar and the impact of these on individuals and the economy
- Identify fluctuations in the global and Australian economies and their likely effects on business
- Understand reasons for changes in employment patterns
- Identify, using economic thinking, appropriate strategies to protect the natural environment.

The discipline of economics has a theoretical basis and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling. It is an academically demanding subject at HSC level, but it is extremely rewarding.

The Key Issues are:

- Economic growth and quality of life
- Unemployment
- Inflation
- External stability of an economy
- Distribution of income
- Sustainable management of the environment

MAIN TOPICS COVERED

Preliminary Course

- 1 Introduction to Economics
- 2 Consumer and Business
- 3 Markets
- 4 Labour Markets
- 5 Financial Markets
- 6 Government in the Economy

HSC Course

- 1 The Global Economy
- 2 Australia's Place in the Global Economy
- 3 Economic Issues
- 4 Economic Policies and Management

By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision making.

Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

If selected as a specialisation at university, economics can lead to careers in: share, finance or commodities markets; business; economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs or economic policy development.

ENGLISH ADVANCED (2 UNITS)

Skills involved	Wide reading, writing, listening, speaking, viewing/representation – including critical analysis of Poetry and Shakespeare
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	Awaiting NESA confirmation

Preliminary 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.

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through units of work called the Area of Study. Students explore texts and develop analytical and creative writing skills. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Students' complete units which they explore, examine and analyse texts. They also analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values.

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, non-fiction, 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 of reading, writing, listening, speaking, and viewing and representing as appropriate
- Engagement in the integrated study of language and text
- A critical study:- of a Shakespearean drama

HSC Course Description

In the HSC English (Advanced) course, students analyse and evaluate texts and the ways that they are valued in their contexts.

The course has two sections:

- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued.
- Students are required to choose one elective from 3 Modules.

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; non-fiction or media or multimedia texts
- A wide range of additional related texts and textual forms

ENGLISH STANDARD (2 UNITS)

Skills involved	Reading, writing, listening, speaking, viewing/representation
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	Awaiting NESA confirmation

Preliminary Course Description

In the Preliminary English (Standard) course, students explore the ways that events, experiences, ideas and processes are represented in and through texts.

The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through units of work called the Area of Study. Students explore texts and develop analytical and creative writing skills. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Electives, in which students explore and examine texts and analyse aspects of meaning.

Students are required to:

- Study Australian and other texts
- Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, 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 Course Description

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

The course has two sections:

- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from the three Modules A, B, or C.

The 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; non-fiction or film or media or multimedia
- A wide range of additional related texts and textual forms

ENGLISH STUDIES (2 UNITS)

Skills involved	Reading, writing, listening, speaking, viewing/representation
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	For ATAR Candidates only - Awaiting NESA confirmation

Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing.

Preliminary Course Content

- Mandatory module – Achieving through English: English in education, work and community (30-40 hours)
- An additional 2–4 modules (20-30 hours each)

HSC Course Content

- Mandatory Module common to English Standard & Advanced English: Texts and Human Experiences (30 hours)
- An additional 2–4 modules (20-45 hours each)

Particular Course Requirements

Across Stage 6 the selection of texts will give students experiences of the following as appropriate:

- reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
- Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- The English Studies HSC examination is optional and if completed, will contribute to the awarding of an ATAR

ENGLISH EXTENSION COURSES

English Extension 1 (1 unit)

Skills involved	Extensive research, wide reading, proficiency in writing
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	2 hours

Pre-requisites:

- English (Advanced) course (studied concurrently or previously)
- Preliminary English Extension 1 is a Pre-requisite for HSC English Extension 1

In the Preliminary English Extension 1, 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.

- The course has one mandatory section: Texts, Culture and Value
- This course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

In the HSC English Extension 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

- 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. The elective currently studied is 'After the Bomb'
- This course requires the study of prescribed texts and independent study of texts of students' own choosing

English Extension 2 (1 unit)

Skills involved	Extensive research, wide reading, proficiency in writing
Practical component	Low
HSC Major Work	Extended Composition
HSC Written Exam Length	None

Pre-requisites:

- English Extension 1 is a concurrent pre-requisite for English Extension 2

In the HSC English Extension 2, students develop a sustained composition and document their reflection on this process.

- This course requires students to complete a Major Work, and a statement of reflection

FOOD TECHNOLOGY (2 UNITS)

Skills involved	Research, report/essay writing, food preparation and experimentation.
Practical component	Medium
HSC Major Work	No
HSC Written Exam Length	3 hours

Aim

Stage 6 Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.

Objectives

Students will develop:

- knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society
- knowledge and understanding about the nature of food and human nutrition and an appreciation of the importance of food to health
- skills in researching, analysing and communicating food issues
- skills in experimenting with and preparing food by applying theoretical concepts
- skills in designing, implementing and evaluating solutions to food situations

Course Structure

The following schematic diagram provides an overview of the arrangement of components in the Preliminary course and HSC course for Stage 6 Food Technology.

PRELIMINARY COURSE

Core strands (100% total)

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

HSC COURSE

Core strands (100% total)

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

FRENCH BEGINNERS (2 Units)

Skills involved	Listening, Reading, Speaking, Writing
Practical component	5 minute oral conversation
HSC Major Work	No
HSC Written Exam Length	2.5 hours & Speaking Exam (5 minutes)

Aims

The aims of the syllabus are to develop students':

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture

Objectives

Students should be able to achieve the following objectives:

- **Objective 1 – Interacting**

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in French in interpersonal situations.

- **Objective 2 – Understanding Texts**

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

- **Objective 3 – Producing Texts**

Students will create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between French and English.

Topics

- **The Personal World**
- **The French Speaking Communities**
 - Family life, home and neighbourhood
 - People, places and communities
 - Education and work
 - Friends, recreation and pastimes
 - Holidays, travel and tourism
 - Future plans and aspirations

GEOGRAPHY (2 UNITS)

Skills involved	Geographical skills, inquiry, research
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	3 hours

Course Description: The study of Geography promotes a lifelong interest, stimulating a natural curiosity about how and why the world's people and their environment are so varied.

The Preliminary and HSC Courses focus on ecological dimensions - considering how humans interact with their environment and the spatial dimension - where things are, why they are there and how people interact differently with environments.

The Preliminary Course begins with a geographical investigation of *Biophysical Interactions* (45% of course time) - the processes occurring in the atmosphere, biosphere, lithosphere and hydrosphere and how an understanding contributes to sustainable management. Following is an investigation into *Global Challenges* (45% of course time) - social, cultural, political, economic and environmental challenges occurring on a global scale. Students study Population Geography the electives of Development Geography and Cultural Integration.

The HSC Course examines specific *Ecosystems at Risk* (33.3% of course time) such as coral reefs, coastal dunes, inter-tidal wetlands, rainforests - their functioning, management and protection. The next topic, *Urban Places* (33.3% of course time), investigates world cities, mega cities and the urban dynamics of large cities and urban localities. Students may complete in depth studies of Sydney, London, New York, Tokyo. The course then investigates *People and Economic Activity* (33.3% of course time) integrating the local and global contexts. Economic activity study could include tourism, advertising, information technologies, textiles. Students again investigate a local case study.

Field Work and Skills

Both courses require 12 hours of fieldwork. Students in the Preliminary course undertake a *Senior Geography Project (SGP)* (comprising 10% of the course time) involving applying geographical inquiry to a practical research project. Students develop a wide variety of geographical skills including mapping, transects, interpreting data, photos etc.

In past years, Field Trips and excursions have included:

- Towra Point/Botany Bay Wetlands Study
- Study of Narrabeen/Collaroy Sand dune systems
- Sydney Aquarium – an economic activity in the tourism industry
- Perisher and Kosciuszko National Park – Sub Alpine Eco System Study
- Careel Bay Wetlands Study
- Sydney Urban Field Study – The rocks, Pyrmont, Zetland, Cabramatta, Badgery Creek and Orana Park Rouse Hill.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES (2 UNITS)

Skills involved	Research, design, problem solving, ICT skills
Practical component	High
HSC Major Work	Yes
HSC Written Exam Length	1.5 hours

Aim

Stage 6 Industrial Technology – Multimedia Technologies is designed to develop in students a knowledge and understanding of the multimedia industry and its related technologies with an emphasis on design, management and production through practical applications.

Objectives

Students will develop:

- competence in designing, managing and communicating within the multimedia industry
- knowledge and skills in producing quality multimedia products
- an appreciation of quality products and the principles of quality control
- an appreciation of the relationships between technology, the individual, society and the environment.

Course Structure

Both the Preliminary and HSC courses are organised around four sections:

- A. Industry Study
- B. Design, Management and Communication
- C. Production
- D. Industry Related Manufacturing Technology.

In the Preliminary Course, students investigate content related to hardware and software of multimedia computer systems, including a wide range of peripheral devices such as cameras (still and video), graphics tablets and software appropriate to the processes of authoring, publishing, creating and editing digital content. The HSC Course builds on this foundation, and explores the content in detail with furthering their skills in film production and visual effects, animation, graphic design and mobile technologies. The Major Project component of the HSC Course forms a substantial part of the final external assessment for the HSC.

Students considering Industrial Technology Multimedia should possess high levels of self-motivation and be eager to explore current and emerging computer based technologies with creativity and enthusiasm. High levels of application will be required in order to satisfactorily complete the HSC Course.

LEGAL STUDIES (2 UNITS)

Skills involved	Investigating, analysing, arguing communicating
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	3 hours

Course Description: The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates the influences that shape it and Australia's role in the international leg system.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all and to understand the challenges faced in responding to global conflicts.

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

The Legal Studies Stage 6 course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society. Students gain the skills of critical analysis, independent research, collaboration, and effective communication.

Main Topics Covered:

Preliminary Course

- The Legal System (40% of course time)
- The Individual and the Law (30% of course time)
- The Law in Practice (30% of course time)

HSC Course

- Core Study Part I: Crime (35% of course time)
- Core Study Part II: Human Rights (20% of course time)
- Part III: Options (50% of course time)

Students will study two options (25% each)

Currently, the options studied are World Order and Global Environmental Protection. This enables students to investigate global conflicts and environmental challenges, the role of the international community to effectively address these and Australia's' contribution to these efforts.

MATHEMATICS STANDARD (2 UNITS) formerly General Mathematics 2

Skills involved	Mathematical and literacy skills
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	Awaiting NESA confirmation

Prerequisites

The Year 11 Mathematics Standard Course and 12 Mathematics Standard Course have been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7 – 10 Syllabus up to, and including, the content and outcomes of stage 5.2 content.

Course Description

The Mathematics standard courses are focussed on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real world applications for a range of concurrent HSC subjects.

Mathematics Standard is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Main Topics Covered

Year 11 Mathematics Standard Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Mathematics Standard Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

MATHEMATICS (2 UNITS)

Skills involved	Mathematical skills, especially algebra
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	3 hours

Prerequisites

This course is constructed on the assumption that students have displayed competence in the Stage 5.2 outcomes and are familiar with most of the Stage 5.3 material.

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 recommended for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the Life Sciences or Commerce. Students who require substantial mathematics at a tertiary level, supporting the Physical Sciences, Computer Science or Engineering should also undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

Main Topics Covered

Preliminary Course

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and the derivative of a function

HSC Course

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

MATHEMATICS EXTENSION COURSES

Skills involved	High mathematical skills, especially algebra
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	2 hours (Ext 1); 3 hours (Ext 2)

Mathematics Extension 1 (1 unit)

Prerequisites

It is recommended that students who intend to study the Mathematics Extension 1 course to have achieved all outcomes of the Stage 5.3 content and also study some of the Stage 5.3 optional topics *Curve Sketching, Polynomials, Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7–10 Syllabus*.

Course Description

The content of this 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 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 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered:

Preliminary Course

- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary 2 unit course

HSC Course

- Methods of integration
- Primitive of \sin^2x and \cos^2x
- Velocity and acceleration as a function of x
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction

Mathematics Extension 2 (1 unit)

This course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. Admission to this course is by invitation only.

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 skills and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics Covered:

- Graphs
- Complex numbers
- Conics
- Further Methods of Integration
- Further Volumes of Revolution
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

MODERN HISTORY (2 UNITS)

Skills involved	Research, reading, writing
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	Awaiting NESA confirmation

Year 11 Course

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. Students are required to study Parts I, II and III of the course.

Part I: Investigating Modern History

- (a) The Nature of Modern History
- (b) Two Case Studies –
- One of the following:
 - The Decline and Fall of the Romanov Dynasty
 - The American Civil War
- AND
- One of the following:
 - The Cuban Revolution
 - Decolonisation of Indochina

Part II: Historical Investigation

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation will give the students the ability to pursue their own interest.

Part III: The Shaping of the Modern World

Students will investigate forces and ideas that shaped the modern world through a study of one of the following:

- The French Revolution
- World War 1

HSC Course

Students are required to study Parts I, II, III and IV of the course.

- Part I: Core Study: Power and Authority in the Modern World 1919-1946 25%
- There is a focus on Germany during this time.
- Part II: National Study – One of the following: 25%
- Russia and the Soviet Union – 1917-1941
 - China 1927-1949
- Part III: Peace and Conflict – One of the following: 25%
- Conflict in Indochina 1954-1979
 - The Cold War 1945-1991
- Part IV: Change in the Modern World – One of the following: 25%
- The Cultural Revolution to Tiananmen Square 1966-1989
 - Civil Rights in the USA 1945-1968

MUSIC 1 (2 UNITS)

Skills involved	Teamwork, problem solving, performance, composition and aural
Practical component	High
HSC Major Work	Core performance plus 3 Electives (<i>performance and/or composition and/or musicology</i>)
HSC Written Exam Length	1 hour

Prerequisites:

Students must have undertaken private tuition on their instrument or voice prior to Year 11 and have a sound knowledge of music theory and music reading. Prior participation in an ensemble and completion of the Stage 5 Music course is also recommended.

Skills Guide: Performing/Knowledge above Grade 4 AMEB or Rock school standard.

Requirements

- Students are required to undertake weekly private lessons on an instrument or voice for the duration of Stage 6 music with an approved tutor
- Students are required to join a school ensemble (not including class groups) - (Extra Charges Apply)
- Students must attend an interview and be approved by Miss Katrina Hall.

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

Main Topics Covered:

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

HSC Examination

The HSC Examination for Music 1 includes two components:

- Written Paper - Aural Skills
- Practical Examination
 - Core Performance
 - Three Electives (Any combination of Performance, Composition or Musicology electives)

Extra costs

As part of the Music course, students will be required for both the HSC Trial and HSC to perform on their chosen instrument/s. The number of pieces and accompanists involved may vary depending on each student. For example, a student might perform four songs with a standard rock band (four musicians) accompanying them. Alternatively, a student might perform 3 pieces with a varying number of accompanists, consequently, a cost is associated with the course to cover the fees for the accompanists to be paid in Year 12. The amount will depend on the individual students' program. As a guide, one song accompanied by four musicians will cost approximately \$250. The School will contribute 50% of this (accompanist) cost up to a maximum of \$500

MUSIC 2 (2 UNITS)

Skills involved	Teamwork, problem solving, performance, composition
Practical component	Moderate
HSC Major Work	Performance, Sight Singing, Core Composition and Elective (<i>Performance, Composition or Musicology</i>)
HSC Written Exam Length	1.5 hours

Prerequisites:

Students must have undertaken private tuition on their instrument or voice prior to Year 11 and have a sound knowledge of music theory and music reading. Prior participation in an ensemble and completion of the Stage 5 Music course is also recommended.

Skills Guide: Performing/Knowledge above Grade 5 Trinity or Rock School standard.

Requirements

- Students are required to undertake weekly private lessons on an instrument or voice for the duration of Stage 6 music with an approved tutor
- Students are required to join a school ensemble (not including class groups) - (Extra Charges Apply)
- Students must attend an interview and be approved by Miss Katrina Hall.

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

Preliminary Course

Students study the Mandatory Topic (Music 1600-1900) and choose one Additional Topic (Australian Music, music of a culture, medieval music, renaissance music, music 1900-1945 or music 1945-music 25 years ago).

HSC Course

Students study the Mandatory Topic (Music of the last 25 Years – Australian Focus) and choose one Additional Topic (music of a culture, medieval music, renaissance music, baroque music, classical music, music of the nineteenth century, music 1900-1945 or music 1945-music 25 years ago).

The HSC Examination for Music 2 includes two components:

- Written Paper - Musicology and Aural Skills
- Practical Examination
 - Performance
 - Sight Singing
 - Core Composition
 - Elective (Performance, Composition or Musicology)

Extra Costs

As part of the Music course, students will be required for both the HSC Trial and HSC to perform on their chosen instruments/s. The number of pieces and accompanists involved may vary depending on each student. For example, a student might perform four songs with a standard rock band (four musicians) accompanying them. Alternatively, a student might perform 3 pieces with a varying number of accompanists, consequently, a cost is associated with the course to cover the fees for the accompanists to be paid in Year 12. The amount will depend on the individual students' program. As a guide, one song accompanied by four musicians will cost approximately \$250. The school will contribute 50% of this (accompanist) cost up to a maximum of \$500.

OTHER LANGUAGES (2 Units) – STUDIED EXTERNALLY

A number of other languages may be studied via the Department of Education's Distance Education School. Stage 6 Language courses are available in 12 Languages and at various levels, depending on students' previous experiences, as follows:

- Beginners – for students with little or no previous experience in the language
- Continuers – for students with previous exposure to a language
- Heritage – for students who have been brought up in a home where the language is used but who have had no formal education in a school where the language is the medium of instruction. For these students, their oral proficiency is typically more highly developed than their proficiency in the written language.
- Background speakers - for students with a cultural and linguistic background in the language.

Please note that NESAs impose a series of strict conditions that must be met in determining that students enrol in the correct course. Please also note that students must further meet certain criteria in relation to their suitability for this type of course delivery, which is determined by the Head of Languages and the Director of Curriculum in discussion with previous teachers and year advisors. Students need to be self-motivated, self-directed, highly organised with a respect for meeting deadlines and a commitment to ongoing communication with all parties involved.

For more information about studying other languages please speak with the Director of Curriculum.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (2 UNITS)

Skills involved	Research, critical thinking, analysing, planning, proposing
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	3 hours

Course Description: The syllabus has been designed for all students in Years 11 and 12 who have an interest in this area. While there are no formal prerequisites for this course, it is assumed that students have successfully completed the Year 7 to 10 PDHPE programme. Undertaking PDHPE in Years 11 and 12 provides a foundation for those students interested in further study at either University or TAFE levels in areas such as human movement, personal and/or community health, sport management, recreation, fitness, safety and food industries.

The aim of PDHPE in Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Objectives: Through the study of PDHPE, students will develop:

- values and attitudes that promote healthy and active lifestyles and communities;
- knowledge and understanding of the factors that affect health;
- a capacity to exercise influence over personal and community health outcomes;
- knowledge and understanding about the way the body moves;
- an ability to take action to improve participation and performance in physical activity;
- an ability to apply the skills of critical thinking, research and analysis.

The **Preliminary course** consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options, of which students are to study two.

The **HSC course** consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options, of which students are to study two.

PRELIMINARY COURSE

Core Strands (60% of Total)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options (40% of Total)

Select **two** of the following options:

- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC COURSE

Core Strands (60% of Total)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options (40% of Total)

Select **two** of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

PHOTOGRAPHY, VIDEO & DIGITAL IMAGING (2 UNITS)

Skills involved	Creativity, Students capacity to manage their own learning and to work together with others.
Practical component	High (70% making)
HSC Major Work	No
HSC Written Exam Length	Not Applicable

Course Description: Photography, Video and Digital Imaging (PVDI) offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. Central to this is the development of creative action, reflection and the exercise of judgement.

The aim of this course is to develop in each student an accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations. (BOS, 2003)

Objectives: Through the study of PVDI, students will develop:

- Knowledge, skills and understanding, through the making of photographs, digital images and videos that lead to and demonstrate conceptual and technical accomplishment;
- Explore concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works;
- Investigates different points of view in the making of photographs and/or videos and/or digital images;
- Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images. Develop different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images;
- Take into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

PVDI is a Content Endorsed NESA course that is not externally examined in the HSC and so is not able to be included in the ATAR. It is only offered as a **Preliminary course** and would be dropped from a student's pattern of study in Year 12.

The Preliminary course consists of modules including:

- Photographic composition, Photoshop skills, video (development, production and editing in Premier Pro)
- Operating a digital SLR camera
- Experimenting with manual settings
- Exploration of still photography
- Exploring film techniques
- Learning the technical skills and undertake frequent hands-on experiments putting their knowledge into direct practice
- Learning about classic black and white photography up to contemporary artists through case studies

PHYSICS (2 UNITS)

Skills involved	<i>Working Scientifically:</i> Questioning and Predicting, Planning Investigations, Conducting Investigations, Process Data and Information, Analysing Data and Information, Problem Solving, Communicating.
Practical component	Medium
HSC Major Work	No
HSC Written Exam Length	2.5-3hrs (Awaiting NESA confirmation)

Course Description:

The Physics involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem solving nature of physics further develops student's *Working Scientifically* skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena. Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

A knowledge and understanding of physics is often the unifying link between interdisciplinary studies. An increased understanding of chemistry can be a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Main Topics Covered:

Year 11

Module 1: Kinematics

Module 2: Dynamics

Module 3: Waves and Thermodynamics

Module 4: Electricity and Magnetism

Year 12

Module 5: Advanced Mechanics

Module 6: Electromagnetism

Module 7: The Nature of Light

Module 8: From the Universe to the Atom

Depth Studies:

At least one depth study must be included in both Year 11 and Year 12.

- A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus.
- Depth studies provide opportunities for students to pursue their interests in physics, acquire a depth of understanding, and take responsibility for their own learning.

SPORT, LIFESTYLE AND RECREATION (SLR) STUDIES (2 UNITS)

Skills involved	Research, critical thinking, analysing, planning, proposing, problem solving
Practical component	Medium - High (depending on modules studied)
HSC Major Work	No
HSC Written Exam Length	Not Applicable

Course Description: The syllabus has been designed for all students in Year 11 who have an interest in this area. While there are no formal prerequisites for this course, it is assumed that students have successfully completed the Year 7 to 10 PDHPE programme. Students who have completed Years 9 and 10 PASS will also benefit. Undertaking SLR Studies in Year 11 provides a practical foundation for those students interested in further study at either University or TAFE levels in areas such as outdoor education, human movement, personal and/or community health, sport management, recreation, health, fitness and sports coaching.

The aim of SLR studies is to develop in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

Objectives: Through the study of SLR, students will develop:

- knowledge and understanding of the factors that influence health and participation in physical activity;
- knowledge and understanding of the principles and processes impacting on the realisation of movement potential
- the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
- a capacity to influence the participation and performance of self and others
- a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

SLR studies is a Content Endorsed NESAC course that is not externally examined in the HSC and so is not able to be included in the ATAR. It is only offered as a **Preliminary course** and would be dropped from a student's pattern of study in Year 12.

The Preliminary course consists of modules including:

- Athletics
- Social Perspectives of Games and Sports
- Gymnastics/
- Healthy Lifestyle
- Outdoor Recreation
- Resistance Training
- Sports administration
- Games and sports applications I and II

STUDIES OF RELIGION (1 UNIT)

Skills involved	Research, reading, writing
Practical component	Low
HSC Major Work	No
HSC Written Exam Length	1 ½ hours

Stage 6 Course:

The aim of the Stage 6 Studies of Religion course is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Preliminary Course

Nature of Religion and Beliefs~ mandatory

The focus of this study is the nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Religious Tradition Study 1 & 2

NOTE: TWO Religious Traditions from Christianity, Buddhism, Hinduism, Islam and Judaism will be studied in Studies of Religion 1

The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents.

HSC Course

Religion and Belief Systems in Australia post-1945

The focus of this study is religious expression in Australia's multicultural and multi-faith society since 1945 including an appreciation of Aboriginal spiritualities.

Religious Tradition Depth Study 1 & 2

Elements of a religious tradition (Christianity, Buddhism, Hinduism, Islam and Judaism) raised in the Preliminary course are covered in greater depth in the HSC study.

VISUAL ARTS (2 UNITS)

Skills involved	Creativity, art making, art appreciation, essay writing
Practical component	High (50% weighting)
HSC Major Work	Body of Work
HSC Written Exam Length	1.5 hours

Course Description: Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations.

Main Topics Covered:

Preliminary Course learning opportunities focus on:

- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the art world
- 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 and focus and interest in their work
- Building understandings over time through various investigations and working in different forms

HSC Course learning opportunities focus on:

- How students may develop their practice in art making, art criticism and art history
- 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 art world and apply these to their own investigations
- How students may further develop meaning and focus in their work

Particular Course Requirements:

Please note if you have not taken Visual Arts as an elective in years 9 & 10 you may find the Preliminary Course more challenging. For this reason it is important to make an appointment for an interview with Mrs McKenzie to discuss the course and to do some preparatory work prior to commencing year 11.

Preliminary Course

- Artworks in at least two expressive forms and use of a process diary
- A broad investigation of ideas in art making, art criticism and art history

HSC Course

- 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 in art making, art criticism and art history

