

PLC ARMIDALE

Stage 6 Studies Handbook

Course Information for Preliminary and HSC
2020 and 2021



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INTRODUCTION

This handbook is to inform parents and students about making choices of subjects to study in Year 11 Preliminary courses, leading to Higher School Certificate (HSC) courses in Year 12.

It includes the latest information from the NSW Education Standards Authority (NESA) on Pathways, the HSC and the curriculum and course selection PLC Armidale offers to students in Years 11 and 12.

The Handbook is divided into 2 sections.

PART 1

Part 1 contains an overview of the HSC and the NESA rules that govern students' subject choices. There are definitions of various types of courses and a list of all the subjects we hope to offer.

A summary of the Pathways, HSC rules, ATAR rules and the concept of a Vocational HSC also features in this section.

PART 2

Part 2 contains a detailed course description for each of the courses that we hope to offer in Years 11 and 12. This is dependent upon the number of students choosing particular subjects and the viability of those choices. The school does, however, have an impressive record of supporting a wide and varied range of options for its students.

The pattern of study selected by each student for the HSC should depend on her interests, reasonable aspirations and proven ability. Each student's choice should be realistic and based upon the information and advice of teachers, parents and counsellors specialising in this field.

Final subject choices are the responsibility of each student. The school has a responsibility to give sound advice, but having obtained that, each student must ensure that the appropriate rules are followed and that her choices will be able to satisfy her aspirations.

GENERAL INFORMATION - AN OVERVIEW

HIGHER SCHOOL CERTIFICATE SUBJECTS AND COURSES OFFERED
AT PLC ARMIDALE ARE AS FOLLOWS:

SUBJECT	PRELIMINARY AND HSC COURSES
Agriculture	Agriculture
Ancient History	Ancient History HSC History Extension (1 Unit)
Biology	Biology
Business Studies	Business Studies
Chemistry	Chemistry
Design & Technology	Design & Technology
Drama	Drama
Economics	Economics
English	English Standard or English Advanced or English as a Second Language Preliminary English Extension (1 Unit) HSC English Extensions (1 Unit each)
French	French Beginners or French Continuers
Geography	Geography
German	German Beginners or German Continuers
Hospitality	Hospitality (Category B)
Legal Studies	Legal Studies
Mathematics	Mathematics Standard or Mathematics Preliminary Mathematics Extension (1 Unit) HSC Mathematics Extension 1 (1 Unit) HSC Mathematics Extension 2 (1 Unit)
Modern History	Modern History HSC History Extension (1 Unit)

GENERAL INFORMATION - AN OVERVIEW cont.

HIGHER SCHOOL CERTIFICATE SUBJECTS AND COURSES OFFERED AT PLC ARMIDALE ARE AS FOLLOWS:

SUBJECT	PRELIMINARY AND HSC COURSES
Music	Music 1 or Music 2 HSC Music Extension (1 Unit)
PD, Health and PE	PD, Health and PE
Physics	Physics
Society and Culture	Society and Culture
Studies of Religion	Studies of Religion
Primary Industries	Primary Industries (Category B)
Visual Arts	Visual Arts

Some subjects may be studied as a combined class with The Armidale School (TAS).

Students also have the opportunity to study a course through a distance education provider. Please refer to the **Distance Education** section below.

In order to obtain the Higher School Certificate, students are required to present at least 12 units in Year 11 and 10 units in Year 12, including at least two units of English, and studying at least four subjects. Six units must be Board Developed Courses (BDCs), and include at least three courses of two units value (or greater).

Students must also study the majority of their courses at PLC Armidale.

Students also have the option of choosing a pattern of courses which will allow them to obtain an Australian Tertiary Admission Rank (ATAR) and possible entry to university. Rules for the ATAR parallel the study requirements of the HSC. The ATAR is calculated from a candidate's best ten units of BDCs and must contain at least two units of English. Notification of the candidate's ATAR is received separately to the HSC. Some subjects (VET courses) are Category B courses, and only two units of such courses may be counted towards the ATAR.

It is also possible to study a more vocational pattern of subjects that results in an HSC but not an ATAR.

There are two main types of HSC courses available to students: Board Developed and Board Endorsed Courses.

Board Developed Courses (BDC) are written by the relevant syllabus committee of the Board and are assessed by a formal HSC examination and school-based assessment. Board Developed Courses are exclusively used to calculate a student's University Admissions Index (ATAR). Each BDC will have a moderated school assessment mark, scaled examination mark and band listed on the HSC.

DISABILITY PROVISIONS

Disability provisions in the Preliminary and HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an assessment task.

PLC Armidale is responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations.

Students and parents wishing to apply for disability provisions should contact the Head of Teaching and Learning.

GENERAL INFORMATION - AN OVERVIEW cont.

2 UNIT COURSES

All Board Developed Courses, with the exception of Studies of Religion and Extension Courses in English, Mathematics, Music, History and Languages, have a two unit value. English, Mathematics, Music and Languages offer 2 Unit courses at different levels.

All Board Endorsed Courses can have one or two unit value. While these are not formally examined at HSC level, students may find them of great interest or vocationally useful. Many offer credit in later TAFE courses.

1 UNIT COURSES

Studies of Religion will be delivered as a 1 unit course. This is a Board Developed Course and as a result students can sit a HSC Examination and count it towards their ATAR.

1 UNIT EXTENSION COURSES

These are courses that each have 1 Unit value, and are more difficult than the two unit courses upon which they build. They are offered at Preliminary level in Mathematics and English, and at HSC level in English, Mathematics, Music, History and Languages.

BLENDED DELIVERY AT PLC ARMIDALE

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

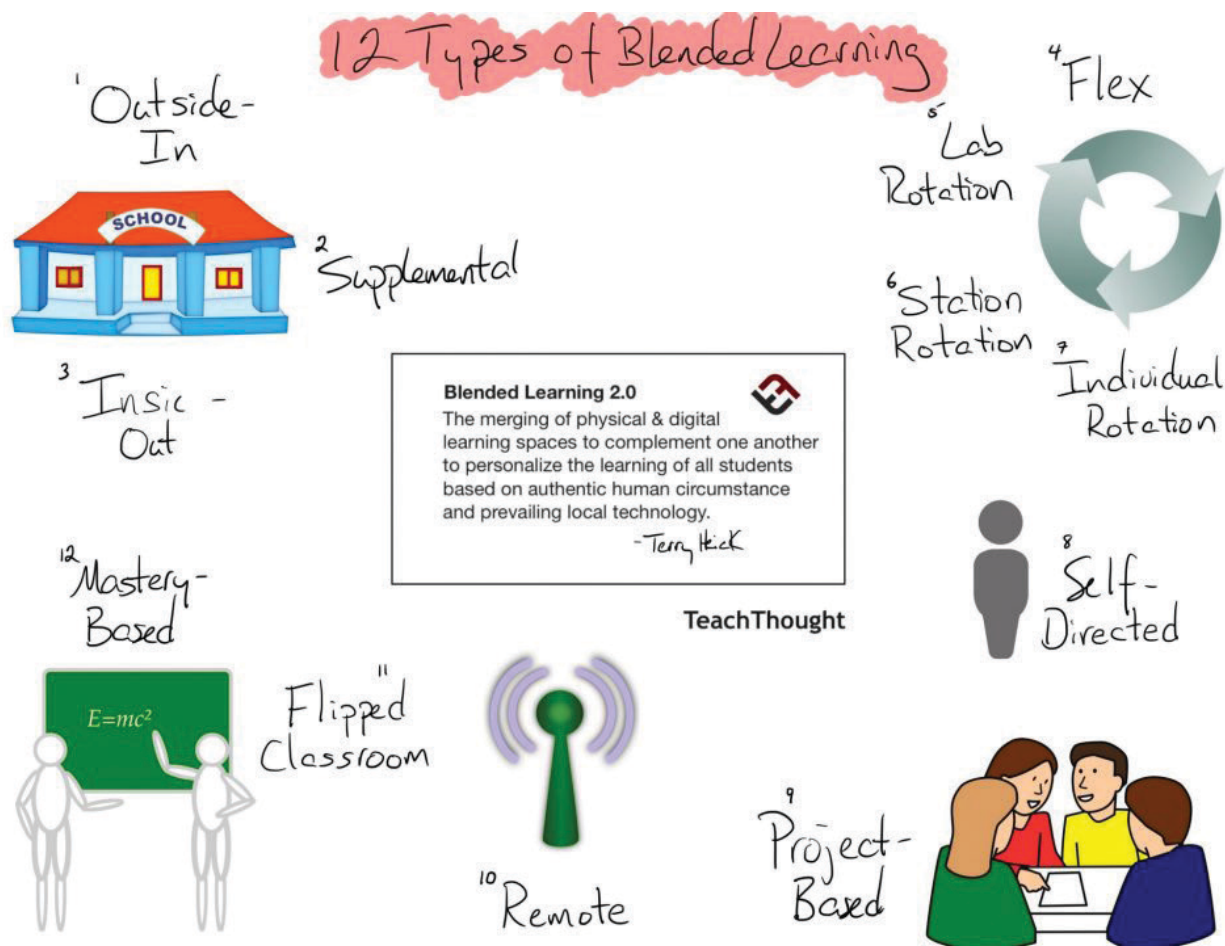
Blended learning is a natural development to the growing accessibility of eLearning, online resources and the continued need for a human component in the learning experience. A blended learning approach ensures that the learner is engaged and driving his or her individual learning experience. This approach also helps cater to the individual needs of the learner, most students have unique learning styles and a blended approach is more likely to cater to those needs than a traditional classroom teaching experience.

All students no matter their age learn differently and teaching methods should reflect this, by designing teaching programmes in a way that reaches visual, auditory and kinesthetic learners alike. With the integration of technology through Blended learning, we'll be able to improve teaching, information retention, engagement, responsibility and enjoyment.

ESSENTIALLY THE BLENDED LEARNING MODEL:

Prepares students for the future: Blended learning offers a multitude of real-world skills that directly translate into life skills, from:

- Research skills
- Self-learning
- Self-engagement
- Helps to develop a 'self-driving force'
- Better decision making
- Offers a larger sense of responsibility
- Computer literacy.



DISTANCE EDUCATION

PLC Armidale supports students who need to study Board Developed or Board Endorsed Courses not offered within the school curriculum through an external studies mode. Students are supplied materials, submit assignments and are assessed by the Open High School or the Centre for Distance Education, based in Camden Haven.

For students who are capable of a more independent study pattern, this option has proved to be increasingly popular. Subjects which may be studied by this mode include Japanese, Italian, Spanish and Latin. Students are supported and supervised by the PLC Armidale Head of Teaching and Learning and where possible a supervising teacher, and use the facilities of the Library Resource Centre.

There is a significant charge for studying by distance education. Currently, it is \$800 per 2 Unit course per year.

PRELIMINARY AND HSC COURSES

Board Developed courses are split into two components: Preliminary and HSC

ALL MY OWN WORK

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

This is a compulsory program that all students in New South Wales must complete in order to become enrolled in their Preliminary subjects. PLC Armidale runs this program in Term 4 of Year 10.

Preliminary courses are studied in the first three terms of Year 11. HSC courses, commencing Term 4 Year 11, have an assessment component which contributes 50 per cent of the HSC in each subject and are externally examined by NESA.

The opportunity exists for students to **accumulate** their HSC over a period of up to five years. Once Preliminary courses have been completed, a student may sit for any number of HSC subjects in a particular year and gradually accumulate their minimum HSC requirement and their ATAR. They can **repeat** subjects with the aim of improving their previous result and increasing their potential ATAR.

Students may also **accelerate** through one or more subjects by demonstrating that they have met the outcomes of the Preliminary course, then proceeding to the HSC component in Year 11. They could sit for the HSC in that subject at the end of Year 11 and use the result in their HSC and towards their ATAR in the next year.

There are Board Developed Courses, Content Endorsed Courses and TAFE and Vocation, Education and Training courses which attract credit in later TAFE studies. Tertiary courses usually do not require the study of certain subjects at HSC level (prerequisites) but may suggest that they be studied (assumed knowledge). These are listed in a separate document. The library also provides a database of all University courses, prerequisites, assumed knowledge and the latest ATAR cutoffs.

THE NATURE OF WORK IN YEARS 11 AND 12

Work in these years stresses the need for wide reading by the student on her own account. The forming of judgments is involved as much as learning detail. Senior study places more emphasis on the responsibility of the student to study for herself.

Overall, the onus for academic achievement is on the student. The College aims to encourage the student to change from one being taught to one taking more responsibility for learning; to bridge the gap between secondary and tertiary methods of education.

Year 11 is a year of testing one's suitability to the academic demands of senior work.

It is important to choose as carefully as possible the courses and subjects to be undertaken as subsequent changes will impede the progress of the student and of other members of the class.

TO BE AWARDED THE HIGHER SCHOOL CERTIFICATE, A STUDENT MUST:

- Satisfactorily complete a minimum of twelve units at Preliminary and ten units at HSC level.
- Show, to the satisfaction of the Principal, consistent effort and achievement in all courses studied.
- Show that assessments, course participation, effort and achievement in the Preliminary course are of a satisfactory standard before the student can proceed to the HSC component of the course.
- Follow the pattern of study guidelines as determined by NESA. Students who do not comply with these guidelines may receive a Record of Achievement and a Result Notice instead of the HSC and will not be eligible for an ATAR.

THE VOCATIONAL HSC

Each year, an increasing number of students have chosen to complete Year 12 to enhance employment prospects while having no desire to proceed to tertiary studies.

The school aims to provide a broad range of HSC options so that we can adequately satisfy the academic needs of all students. NESA regulations make it possible for a student to successfully complete an HSC course with a mixture of traditional Board courses and courses designed by individual schools or TAFE and ratified by the Board.

PLC ARMIDALE OFFERS TWO BROAD HSC OPTIONS:

- a) A matriculation HSC which results in an Australian Tertiary Admission Rank (ATAR), and
- b) A non-ATAR HSC, or vocational HSC, aimed at students seeking employment or further TAFE or college study upon completion of Year 12.

Students will be able to design a course which is both appropriate to their aspirations and commensurate with their ability. We aim to give all students the opportunity to achieve academic success, enhance their self-esteem and foster a willingness and a desire to participate in lifelong learning. To obtain an HSC, students need to study six units or more of Board Developed Courses. They also need to study ten or more units of approved courses and have a satisfactory record of attendance and application.

A student's Preliminary and HSC Record of Achievement lists all subjects studied plus examination and school assessment marks for HSC courses. Where the HSC course has an examination, a Course Report for each course completed is issued. Only students with ten units or more of Board Developed Courses receive an Australian Tertiary Admission Rank. This is reported separately and does not appear on a student's HSC.

Students who choose to complete the non-ATAR HSC will still be able to go to university if, after leaving school, they later see a need for tertiary study. All universities now have extensive mature age entry schemes for adults aged 21 and over. These have proved to be very successful, as students entering through this scheme tend to be more mature and highly motivated.

THE PLC ARMIDALE ASSESSMENT PROGRAM

The staff at PLC Armidale have developed an Assessment Program that conforms with the requirements of NESA for the Preliminary and Higher School Certificate courses. Students are issued with an HSC assessment policy in Term 1 of Year 11 for Preliminary courses and in Term 4 of Year 11 for HSC courses, which clearly outlines requirements, responsibilities and rights to appeal.

Each course has its own assessment schedule, indicating the requirements for assessment in each course, including the nature, relative values and schedule of assessment tasks.

POLICY ON HIGHER SCHOOL CERTIFICATE ASSESSMENT

NESA has determined that, for the HSC:

- Schools are required to provide an assessment mark of student achievement for each Board Determined Course presented by a candidate seeking the award of an HSC.
- The assessment and the external examination mark will be reported separately on the Higher School Certificate.
- School assessments will be moderated against the external examination results to produce a common scale across the State. The school's order of merit and relative differences between candidates will be retained.
- The assessment component of the HSC is to be conducted in relation to the HSC course only.

WHAT IS 'ASSESSMENT'?

The Assessments submitted by schools for a particular course are intended to measure their students' achievement relative to each other by the end of the course in Year 12. They will be based on achievements measured throughout the HSC component of the course.

The use of achievement measures throughout the course is seen as serving three purposes:

- a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, eg practical skills.
- b) It caters for any 'self-contained' elements such as fieldwork which occur as an isolated part of the course.
- c) It increases the accuracy of the final assessment of the student's achievement by utilising multiple measures.

The Assessment is to encompass all syllabus objectives other than those relating to the affective domain (interests, attitudes). It will include that content and those objectives currently measured by the external examination. It should be noted that the Assessment will not take account of conduct.

Such an Assessment allows due weight to be given to indications of student achievement which, although evident to a class teacher, may not be adequately assessed by a single external examination.

PRELIMINARY COURSE ASSESSMENT

The Preliminary Courses, studied in the first three terms of Year 11, are assessed separately and a satisfactory standard must be attained for the Principal to recommend that a student proceed to the HSC level of each course. Unlike the HSC assessment, the Preliminary assessment results are not submitted to NESA for inclusion in the HSC marks.

Grades of A to E are awarded for each course at the completion of the Preliminary Course. These grades are submitted to NESA and become part of the student's Record of School Achievement (RoSA).

These grades are awarded in line with the advice presented to schools in the Guide to Grade Allocation by NESA.

NESA awards an 'N' Determination in a course if the student has failed to meet one or more of the following criteria:

- Followed the course developed and endorsed by the NESA
- Applied themselves with diligence and sustained effort
- Achieved some or all of the course outcomes.

Students in danger of an 'N' Determination, will be given adequate notice to allow them to remedy the situation. At PLC Armidale, there will be the issue of two warning letters. An interview with the student and parent(s) or carers will be arranged if a second warning has been administered.

A Preliminary Course Assessment Policy is issued to Year 11 students and an outline of the assessment requirements for each course.

HSC SUBJECT CHANGES

All changes to a candidate's pattern of subjects at PLC Armidale must be approved by the Head of Teaching and Learning.

This includes election of 1 Unit Extension subjects in Year 12, dropping subjects in either year, change of subjects or courses in either year and decisions to repeat or accumulate subjects.

This is usually achieved through the school's Change of Subject form and does not take effect until it receives final approval. The date of this final approval must adhere to NESA guidelines.

In line with NESA recommendations, the College has decided that all Preliminary course selections should be finalised by the end of Term 1 in Year 11.

This decision does have one notable exception. Students may still apply to change courses within a subject. This includes all levels of Mathematics, English, Music and courses in Science. The criteria for a change of course within a subject require that there be significant overlaps in the work covered up to that time in the two courses concerned. These changes should be finalised by the end of Term 2 in Year 11.

Students may also change their subjects when entering Year 12 by adding 1 unit extension options and deleting subjects. We would suggest that a student's HSC pattern of study be finalised by the Mid-Course examinations in Term 2. A reduction in units is possible after this date provided NESA rules are adhered to. We advise Year 12 students to study more than the minimum ten units to allow for possible problems in one course.

GENERAL ADVICE ON SUBJECT SELECTION

1. While the range of options available to students has and will continue to increase, most students will opt for a traditional two-year HSC resulting in an ATAR.
2. For some students the right option will be a combination of Board, school and TAFE courses leading to an HSC but not an ATAR. There should be no stigma attached to this type of selection. We are confident employers will prefer a happy, successful student who has achieved good results in appropriate courses to one who has failed in the more traditional selection of Board courses and has a poor ATAR.
3. Better students or those with specific difficulties may like to consider the advantages of accumulating an HSC and ATAR. The Head of Teaching and Learning can design an individual course for the needs of these students.
4. Choices should be made on the basis of:
 - a) performance in academic study over the previous two years
 - b) interests and talents in particular subject areas
 - c) career and tertiary aspirations and the prerequisites and assumed knowledge associated with these
 - d) advice from qualified professionals in the field, especially your teachers, careers advisor and tutors.
5. Decisions should not be based on:
 - a) what your friend(s) intend to do
 - b) perceived hierarchies of subjects based on university scaling; they may not be the right ones for you
 - c) whom you think may teach the course
 - d) rumour and unsupported opinions from friends or older students; what suits them may not be right for you.
6. Scaling and Course Selection:

Students and parents often ask for advice about which courses students should select to obtain the best results. In asking this question many people believe that there are certain courses which are "scaled up" and that by studying these courses they will automatically receive bonus marks. It is possible to score good marks in any subject. Whether a subject will be scaled up or down can only be determined by the performance of the candidates in that subject for that specific year.

OTHER COURSES AVAILABLE IN YEAR 11 IN 2020

Students wishing to choose work-orientated courses may select TVET courses, which are studied at Armidale TAFE, in place of Board Developed Courses in the regular timetable. This will require consultation with the Careers Adviser and Head of Teaching and Learning.

There are fees attached to these courses which would need to be negotiated between parents and the school. These courses are partially subsidised by the Federal Government through the Association of Independent Schools.

CO-CURRICULAR ACTIVITIES

At PLC Armidale we encourage all girls to participate in a wide range of co-curricular activities. Members of staff, who have expertise in the particular area, run these in parallel to the academic curriculum. Co-curricular activities include Sport, Music, Speech and Drama, The Duke of Edinburgh Award Scheme and Social Service. Opportunities to be involved in Service Learning trips, school exchanges and overseas language and cultural tours are also available.

We believe that this program enables girls to develop skills in areas that will benefit their mental, spiritual, social and emotional wellbeing. Participation in these activities aids the development of self-awareness, confidence, leadership qualities and a social conscience.

SUBJECT CONTENTS

<i>English (Standard)</i>	<i>11</i>	<i>Music 1</i>	<i>26</i>
<i>English (Advanced)</i>	<i>12</i>	<i>Music 2</i>	<i>27</i>
<i>Year 11 English Extension</i>	<i>13</i>	<i>HSC Music Extension Course</i>	<i>28</i>
<i>HSC English Extension 1 & 2</i>	<i>13</i>	<i>Agriculture</i>	<i>29</i>
<i>English as an Additional Language EAL/D</i>	<i>14</i>	<i>Business Studies</i>	<i>30</i>
<i>Mathematics Standard</i>	<i>15</i>	<i>Design and Technology</i>	<i>31</i>
<i>Year 11 & 12 Mathematics Advanced</i>	<i>16</i>	<i>Drama</i>	<i>32</i>
<i>Year 11 Mathematics Extension</i>	<i>17</i>	<i>Geography</i>	<i>33</i>
<i>HSC Mathematics Extension 1 & 2</i>	<i>17</i>	<i>Society and Culture</i>	<i>34</i>
<i>Mathematics Extension 2</i>	<i>18</i>	<i>Studies of Religion</i>	<i>35</i>
<i>Biology</i>	<i>19</i>	<i>Legal Studies</i>	<i>36</i>
<i>Chemistry</i>	<i>20</i>	<i>PDH PE</i>	<i>37</i>
<i>Physics</i>	<i>21</i>	<i>Visual Arts</i>	<i>38</i>
<i>Investigating Science</i>	<i>22</i>	<i>French Continuers</i>	<i>39</i>
<i>HSC Ancient History</i>	<i>23</i>	<i>German Continuers</i>	<i>40</i>
<i>HSC Modern History</i>	<i>24</i>	<i>Hospitality</i>	<i>41</i>
<i>HSC History Extension</i>	<i>25</i>	<i>Primary Industries</i>	<i>42</i>

PART 2 - SUBJECT INFORMATION

COURSE	English (Standard)	COURSE NO.	15130
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	English (Advanced), English (ESL), English (Extension)

RATIONALE

The study of English is central to the learning and development of students in NSW and is the only mandatory subject in the Stage 6 curriculum. Proficiency in English enables students to take their place as confident, articulate communicators, critical and imaginative thinkers and active participants in society.

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

YEAR 11 COURSE CONTENT	HSC COURSE CONTENT
<ul style="list-style-type: none"> • Common Module: Reading to Write (40 hours) • Module A: Contemporary Possibilities (40 hours) • Module B: Close Study of Literature (40 hours) 	<ul style="list-style-type: none"> • Common Module: Texts and Human Experiences (30 hours) • Module A: Language, Identity and Culture (30 hours) • Module B: Close Study of Literature (30 hours) • Module C: The Craft of Writing (30 hours - studied concurrently with the Common Module and Modules A and B)

PARTICULAR COURSE REQUIREMENTS

Across Stage 6 the selection of texts will give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

The Year 12 formal school-based assessment program for English Standard reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C - The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

OTHER SUBJECT CONSIDERATIONS: ENGLISH IS A COMPULSORY SUBJECT

Study if future career options include: Writer, journalist, editor, digital copywriter, editorial assistant, English as a foreign language teacher, magazine journalist, newspaper journalist, primary school teacher, secondary school teacher.

SUMMARY

This is the minimum level of English offered at PLC Armidale. It is an academically rigorous course, and you will be expected to read widely. It does not contain the mandatory study of Shakespeare, but rather contains more accessible texts than those offered in the Advanced course. All students need to complete reading, writing, viewing, representing, listening and speaking tasks as part of this course as well as a multimodal presentation. Select this course if you need an ATAR and wish to complete the requirements for the awarding of the HSC credential.

COURSE	English (Advanced)	COURSE NO.	15140
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	English (Standard); Fundamentals of English; English (ESL)

RATIONALE

The study of English is central to students learning and development and is the only mandatory subject in the Stage 6 curriculum. The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

YEAR 11 COURSE CONTENT	HSC COURSE CONTENT
<ul style="list-style-type: none"> • Common Module: Reading to Write (40 hours) • Module A: Narratives that Shape our World (40 hours) • Module B: Critical Study of Literature (40 hours) 	<ul style="list-style-type: none"> • Common Module: Texts and Human Experiences (30 hours) • Module A: Textual Conversations (30 hours) • Module B: Critical Study of Literature (30 hours) • Module C: The Craft of Writing (30 hours - studied concurrently with Common Module and Modules A and B)

PARTICULAR COURSE REQUIREMENTS

Across Stage 6 the selection of texts will give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of 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
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

The Year 12 formal school-based assessment program for English Standard reflects the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on Module C - The Craft of Writing with a minimum weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

OTHER SUBJECT CONSIDERATIONS

The study of English is compulsory for the HSC. The Advanced course offers pathways into Extension English and a more enriching experience of the study of English.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Academic librarian, advertising account executive, advertising copywriter, arts administrator, information officer, marketing executive, public relations officer, records manager, writer, journalist, editor, digital copywriter, editorial assistant, English as a foreign language teacher, magazine journalist, newspaper journalist, primary school teacher, secondary school teacher.

SUMMARY

This is an academically rigorous course and students will be expected to read an extensive range of literature. It involves the mandatory study of Shakespeare and contains more sophisticated texts than those offered in the Standard course. All students need to complete reading, writing, viewing, representing, listening and speaking tasks as part of this course. This course is for those who love English, enjoy the study of Shakespeare, need an ATAR and wish to complete the requirements for the awarding of the HSC credential. It is also necessary for those wishing to study Extension 1 and/or Extension 2 English at HSC level.

COURSE	Year 11 English Extension HSC English Extension 1 HSC English Extension 2	COURSE NO.	15160 15170
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1 unit for each of Preliminary and HSC

PREREQUISITES

English (Advanced). Year 11 English Extension is a prerequisite for English Extension 1 Course; English; Extension 1 Course is a prerequisite for English Extension 2 Course

EXCLUSIONS

English (Standard); English Studies; English (ESL).

RATIONALE

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

The English Extension 2 course enables students the opportunity to craft language and refine their personal voice in critical and creative ways. They create a substantial and original Major Work that extends their knowledge, understanding and skills. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

YEAR 11 COURSE CONTENT: EXTENSION COURSE 1

- Module: Texts, Culture and Value (40 hours)
- Related research project (20 hours)

HSC COURSE CONTENT: EXTENSION COURSE 1

- Common module: Literary Worlds with ONE elective option (60 hours)

HSC ENGLISH: EXTENSION COURSE 2

- The Composition Process
- Major Work
- Reflection Statement
- The Major Work Journal (60 hours)

OTHER SUBJECT CONSIDERATIONS

You must be completing Advanced English to enrol in these courses. Extension 1 is compulsory if you wish to undertake Extension 2.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Academic, academic librarian, advertising account executive, advertising copywriter, arts administrator, information officer, marketing executive, public relations officer, records manager, speech writer, actor, filmmaker, scriptwriter, public speaker, politician, illustrator, writer, journalist, editor, digital copywriter, editorial assistant, English as a foreign language teacher, magazine journalist, newspaper journalist, radio and TV journalist, primary school teacher, secondary school teacher.

SUMMARY

Extension English is for students who love to immerse themselves in literature and are passionate about English. It is a course for developing skills in Advanced English and for refining writing and analytical skills. The Year 11 Extension course provides an excellent foundation in literary theory and an introduction to analysis of how literature and cinema is valued in society. Extension 1 in the HSC year is a depth study, allowing close engagement with a range of challenging texts. Extension 2 is a creative major work that can take many different forms. It is an independent, yet highly structured project that allows students to explore the possibilities of their own creative processes.

COURSE	English as an Additional Language EAL/D	COURSE NO.	15150
2 units for each of Year 11 and HSC Board Developed Course		EXCLUSIONS	English (Standard); English (Advanced); English (Extension)

ELIGIBILITY RULES APPLY

Please ask your teacher to check the Stage 6 English syllabus.

RATIONALE

English EAL/D addresses the needs of a specific group of students and shares the overall aim and rationale of English. When presented at the HSC, the English EAL/D course will satisfy NESA requirements for the study of English.

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

The English EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn Standard Australian English in varied, relevant, authentic and challenging contexts. This development of creative and critical English language skills, knowledge and understanding, and their engagement with literature and other textual forms, will contribute to an increased understanding of the diversity and values of Australian and other cultures.

YEAR 11 COURSE CONTENT: Main Topics Covered	HSC COURSE CONTENT: Main Topics Covered
<ul style="list-style-type: none"> • Module A: Language and Texts in Context (30 to 40 hours) • Module B: Close Study of Text (30 to 40 hours) • Module C: Texts and Society (30 to 40 hours) • Optional teacher-developed module (up to 30 hours) 	<ul style="list-style-type: none"> • Module A: Texts and Human Experiences (30 hours) • Module B: Language, Identity and Culture (30 hours) • Module C: Close Study of Text (30 hours) • Focus on Writing (studied concurrently with the above modules)

OTHER SUBJECT CONSIDERATIONS

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Preliminary course.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

This course is for students who wish to consolidate their skills in written and spoken English. This leads to an HSC qualification for eligible students, and it is a widely recognised course for those students who wish to continue studying in Australia.

SUMMARY

Eligibility requirements apply for this course.

COURSE	Mathematics Standard	COURSE NO.	
2 units for each of Preliminary and HSC Board Developed Course			
PREREQUISITES	For students who intend to study the Mathematics General 2 course, it is recommended that they study all substrands of Stage 5.1 and the following substrands of Stage 5.2: Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.		
EXCLUSIONS	Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard.		
RATIONALE			
<p>Mathematics Standard focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. It develops students’ understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC subjects.</p> <p>Mathematics Standard 2 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 prepares students for a wide range of education and employment aspirations, including continuing their studies at a tertiary level.</p>			
PRELIMINARY COURSE CONTENT: Main Topics Covered			
Algebra <ul style="list-style-type: none">• Formulae and Equations• Linear Relationships	Measurement <ul style="list-style-type: none">• Applications of Measurement• Working with Time	Financial Mathematics <ul style="list-style-type: none">• Money Matters	Statistical Analysis <ul style="list-style-type: none">• Data Analysis• Relative Frequency and Probability
HSC COURSE CONTENT: Main Topics Covered			
Algebra <ul style="list-style-type: none">• Types of Relationships Measurement <ul style="list-style-type: none">• Non-right-angled Trigonometry• Rates and Ratios	Financial Mathematics <ul style="list-style-type: none">• Investments and loans• Annuities	Statistical Analysis <ul style="list-style-type: none">• Bivariate Data Analysis• The Normal Distribution	Networks <ul style="list-style-type: none">• Network Concepts• Critical Path Analysis
OTHER SUBJECT CONSIDERATIONS			
Complements life sciences, humanities subjects, Business Studies.			
STUDY IF FUTURE CAREER OPTIONS INCLUDE			
University courses in the humanities, nursing and paramedical sciences; TAFE courses.			
SUMMARY			
Although the level of difficulty of this course is less than that of the Mathematics course, the content is still quite substantial and contains material that will be new to students. The provision of a formula sheet for all tasks and examinations only means that difficult formulae do not have to be memorised; applying them still requires effort and practice. Students selecting this course need to be prepared to work consistently both inside and outside the classroom.			

COURSE	Year 11 Mathematics Advanced Year 12 Mathematics Advanced	COURSE NO.	11255 15255
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2 units for each of Preliminary and HSC
Board Developed Course

PREREQUISITES	The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7- 10 Syllabus and in particular, the content and outcomes of most substrands of Stage 5.3.
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EXCLUSIONS	Mathematics Standard 1 or Mathematics Standard 2.
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RATIONALE

The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. It enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely.

The course provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. It also allows students to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role, as well as preparing students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

PRELIMINARY COURSE CONTENT: Main Topics Covered

Functions

- Working with Functions

Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Calculus

- Introduction to Differentiation

Exponential and Logarithmic Functions

- Logarithms and Exponentials

Statistical Analysis

- Probability and Discrete Probability Distributions

HSC COURSE CONTENT: Main Topics Covered

Functions

- Graphing Techniques

Trigonometric Functions

- Trigonometric Functions and Graphs

Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Financial Mathematics

- Modelling Financial Situations

Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

OTHER SUBJECT CONSIDERATIONS

Recommended if studying Chemistry, Physics or Economics.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Any university course that requires 'two units of mathematics'; allied health courses such as occupational therapy or psychology, environmental studies.

SUMMARY

Students wishing to study Mathematics Advanced need to enjoy and be proficient in the abstract concepts involved in algebra, surds and trigonometry in the Stage 5.3 Mathematics course.

COURSE	Year 11 Mathematics Extension HSC Mathematics Extension 1 HSC Mathematics Extension 2	COURSE NO.	11250 15250 15260
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1 unit for each of Preliminary and HSC

PREREQUISITES	The Mathematics Extension Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7 - 10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.3. Year 11 Mathematics Extension is a prerequisite for Mathematics Extension 1; Mathematics Extension 1 is prerequisite for Mathematics Extension 2.
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EXCLUSIONS	Mathematics Standard.
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RATIONALE

The study of Mathematics Extension 1 provides opportunities for students to develop rigorous mathematical arguments and proofs; to use mathematical models extensively, and to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

The course provides a basis for progression to further study in mathematics or related disciplines and an appropriate mathematical background for students whose future pathways may be in areas such as science, engineering, finance and economics.

PRELIMINARY COURSE CONTENT: Main Topics Covered

Functions

- Further Work with Functions
- Polynomials

Trigonometric Functions

- Inverse Trigonometric Functions
- Further Trigonometric Identities

Calculus

- Rates of Change

Combinatorics

- Working with Combinatorics

HSC COURSE CONTENT: Main Topics Covered

Proof

- Proof by Mathematical Induction

Vectors

- Introduction to Vectors

Trigonometric Functions

- Trigonometric Equations

Calculus

- Further Calculus Skills
- Applications of Calculus

Statistical Analysis

- The Binomial Distributions

OTHER SUBJECT CONSIDERATIONS

Recommended if studying Chemistry or Physics.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Medicine, veterinary science, physiotherapy, optometry, engineering, computer science.

SUMMARY

Students must have demonstrated an excellent understanding of all topics in the Stage 5.3 Mathematics course.

COURSE	Mathematics Extension 2	COURSE NO.	15260
1 unit for the HSC Board Developed Course			
PREREQUISITES	The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.		
EXCLUSIONS	Mathematics Standard 1 or Mathematics Standard 2		
RATIONALE			
<p>The study of Mathematics Extension 2 enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.</p> <p>The course provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts.</p>			
MAIN TOPICS COVERED			
Proof <ul style="list-style-type: none">• The Nature of Proof• Further Proof by Mathematical Induction Vectors <ul style="list-style-type: none">• Further Work with Vectors	Complex Numbers <ul style="list-style-type: none">• Introduction to Complex Numbers• Using Complex Numbers Calculus <ul style="list-style-type: none">• Further Integration	Mechanics <ul style="list-style-type: none">• Applications of Calculus to Mechanics	
OTHER SUBJECT CONSIDERATIONS			
Complements Physics.			
STUDY IF FUTURE CAREER OPTIONS INCLUDE			
Studying pure mathematics or science at a tertiary level.			
SUMMARY			
Students need to have enjoyed and excelled in the Extension 1 course in Year 11 to attempt this very demanding course in Year 12.			

COURSE	Biology	COURSE NO.	15030
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	A maximum of 6 units of Science can be studied in Prelim (7 units in HSC)

RATIONALE

The Biology Stage 6 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. 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 Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

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.

PRELIMINARY COURSE: Topics Covered	HSC COURSE: Topics Covered
<ul style="list-style-type: none"> • Module 1: Cells as the Basis of Life • Module 2: Organisation of Living things • Module 3: Biological Diversity • Module 4: Ecosystem Dynamics Depth Study (15hrs)	<ul style="list-style-type: none"> • Module 5: Heredity • Module 6: Genetic Change • Module 7: Infectious Disease • Module 8: Non-infectious Disease and Disorders Depth Study (15hrs)

PARTICULAR COURSE REQUIREMENTS

Working Scientifically outcomes and content are integrated into each module wherever students undertake an investigation. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time (in both Prelim and HSC), including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

OTHER SUBJECT CONSIDERATIONS

At least Mathematics Standard desirable.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Medicine, medical science, nursing, veterinary science, research scientist, sports or exercise science, environmental consultancy or agronomy, agriculture, livestock or animal scientist, dietician, physiotherapist, health, forensics.

SUMMARY

Students considering Biology for the HSC must be aware that Biology consists of a large amount of theory and is often seen as considerably more content heavy than Stage 5 Science. Biology also has a large practical component, with an emphasis on large-scale investigations. A high level of organisation, critical thinking and commitment to study are essential to achieving high results in Biology.

COURSE	Chemistry	COURSE NO.	15050
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	A maximum of 6 units of Science can be studied in Prelim (7 units in HSC)

RATIONALE

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.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

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.

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.

PRELIMINARY COURSE: Topics Covered	HSC COURSE: Topics Covered
<ul style="list-style-type: none"> • Module 1: Properties & Structure of Matter • Module 2: Introduction to Quantitative Chemistry • Module 3: Reactive Chemistry • Module 4: Drivers of Reactions Depth Study (15hrs)	<ul style="list-style-type: none"> • Module 5: Equilibrium & Acid Reactions • Module 6: Acid/Base Reactions • Module 7: Organic Chemistry • Module 8: Applying Chemical Ideas Depth Study (15hrs)

PARTICULAR COURSE REQUIREMENTS

Working Scientifically outcomes and content are integrated into each module wherever students undertake an investigation. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time (in both Prelim and HSC), including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

OTHER SUBJECT CONSIDERATIONS

Mathematics Advanced or Mathematics Extension desirable.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Pharmacy/pharmacology, medicine, nursing, veterinary science, chemical engineering, food chemistry, research scientist, sports science, environmental consultancy or agronomy.

SUMMARY

Whilst there is a decent amount of hands-on, 'blow-stuff-up' style experiences, students wishing to study Chemistry for the HSC must recognise that it is one of the more academically challenging subjects on offer. A good degree of persistence is required to achieve pleasing results in this course.

COURSE	Physics	COURSE NO.	15330
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	A maximum of 6 units of Science can be studied in Prelim (7 units in HSC)

RATIONALE

The Physics Stage 6 Syllabus 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 students' 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.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

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.

PRELIMINARY COURSE: Topics Covered	HSC COURSE: Topics Covered
<ul style="list-style-type: none"> • Module 1: Kinematics • Module 2: Dynamics • Module 3: Waves & Thermodynamics • Module 4: Electricity & Magnetism Depth Study (15hrs)	<ul style="list-style-type: none"> • Module 5: Advanced Mechanics • Module 6: Electromagnetism • Module 7: The Nature of Light • Module 8: From the Universe to the Atom Depth Study (15hrs)

PARTICULAR COURSE REQUIREMENTS

Working Scientifically outcomes and content are integrated into each module wherever students undertake an investigation. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time (in both Prelim and HSC), including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

OTHER SUBJECT CONSIDERATIONS

Mathematics Advanced or Extension Mathematics.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Medical imaging, astronomy, civil/structural/mechanical engineering, aeronautics/aviation, future energy sector.

SUMMARY

Put simply, Physics IS rocket science! Choose this course if you are up for a challenge, are a good problem solver and have a strong analytical mind. Be prepared to work hard and practise your skill-set regularly and you will be rewarded with some really interesting course content.

COURSE	Investigating Science	COURSE NO.	
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	A maximum of 6 units of Science can be studied in Prelim (7 units in HSC)

RATIONALE

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

PRELIMINARY COURSE: Topics Covered	HSC COURSE: Topics Covered
<ul style="list-style-type: none"> Module 1: Cause and Effect <ul style="list-style-type: none"> - Observing Module 2: Cause and Effect <ul style="list-style-type: none"> - Inferences and Generalisations Module 3: Scientific Models Module 4: Theories and Laws <p>Depth Study (30hrs)</p>	<ul style="list-style-type: none"> Module 5: Scientific Investigations Module 6: Technologies Module 7: Fact or Fallacy? Module 8: Science and Society <p>Depth Study (30hrs)</p>

PARTICULAR COURSE REQUIREMENTS

Working Scientifically outcomes and content are integrated into each module wherever students undertake an investigation. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time (in both Preliminary and HSC), including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

OTHER SUBJECT CONSIDERATIONS

At least Mathematics Standard desirable

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Just about anything!

SUMMARY

This course can be utilised to gain a base level of scientific literacy across the various strands of Science or it could be used to extend 'science-focused' students by utilising the extra time allocation for Depth Studies in their own areas of interest. There is a huge focus on scientific skills and processes in this course.

COURSE	HSC Ancient History	COURSE NO.	15020
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

The Preliminary course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

PRELIMINARY COURSE: Main Topics Covered	HSC COURSE CONTENT: Main Topics Covered
<p>Part I: Investigating Ancient History</p> <ul style="list-style-type: none"> • Nature of Ancient History • Case Studies (at least TWO) <p>Part II: Features of Ancient Societies</p> <p>Part III: Historical Investigation</p> <ul style="list-style-type: none"> • The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. 	<p>Part I: Core Study - Cities of Vesuvius Pompeii and Herculaneum (25%)</p> <p>Part II: ONE Ancient Society (25%)</p> <p>Part III: ONE Personality in their Times (25%)</p> <p>Part IV: ONE Historical Period (25%)</p>

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

OTHER SUBJECT CONSIDERATIONS

Ancient history is well suited to any student who enjoys the humanities. There are also many links to the sciences in the study of archaeology. This course also pairs well with an interest in ancient languages, including Latin. You must be studying either Ancient or Modern History if you wish to study Extension History in your HSC.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Historian, archaeologist, forensic medicine, academic, public service and administration, archivist, museum and gallery work, legal, teaching and academia, media and broadcasting, film and television, banking, consultancy and marketing.

SUMMARY

If you are interested in the people of the past, the way that history has shaped the present and using archaeological sources to investigate the past, as well as loving historical documentaries, then this course is suitable for you. There are a very wide variety of topics that are studied and they are examined in a variety of ways - it is more than just writing essays. Topics studied include: Science and Archaeology, Cultural Heritage and the role of museums, Preserved Ancient Human Remains (Bog Bodies), The Celts, Greek Drama, Homer and the Trojan War, The Greek World 500-440 BC, Agrippina the Younger and Spartan Society.

COURSE	HSC Modern History	COURSE NO.	15270
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the 19th century to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the 20th century, ONE personality and ONE international study in peace and conflict.

PRELIMINARY COURSE: Main Topics Covered	HSC COURSE CONTENT: Main Topics Covered
<p>Investigating Modern History</p> <ul style="list-style-type: none"> • Nature of Modern History • TWO Case studies <p>Historical Investigation</p> <ul style="list-style-type: none"> • The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group. <p>Shaping of the Modern World</p> <ul style="list-style-type: none"> • A source-based approach is to be used. 	<p>Part I: Core Study</p> <ul style="list-style-type: none"> - Power and Authority in Modern World (25%) <p>Part II: National Study (25%)</p> <p>Part III: Peace and Conflict (25%)</p> <p>Part IV: Change in the Modern World (25%)</p>

PARTICULAR COURSE REQUIREMENTS

One non European Case Study must be studied in Year 11. One non European Case Study must be studied in Year 12. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 Modern History or History Extension courses.

OTHER SUBJECT CONSIDERATIONS

Students also have the opportunity to select History Extension, which must be studied concurrently with either Ancient or Modern History.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Historian, university lecturer, archaeologist, politician/political assistant, museum curator, information officer, solicitor, teacher, journalist, editor/editorial assistant.

SUMMARY

This is a course for those who are interested in investigating the roles of key people, events and movements in Modern History. We study the major ideas that have shaped the nineteenth and twentieth centuries such as socialism, communism, nationalism, fascism, National Socialism and anarchism. The Year 11 Course requires students to undertake an independent historical investigation, which is a glimpse into the processes involved with the Year 12 History Extension Major Work. Topics under investigation in Year 11 include a film study of 'Denial' and Holocaust denial, the discovery of the remains of the Romanovs, the decline and fall of the Romanovs, the British in India and Burma, the Enlightenment, and the French Revolution. The Year 12 course topics include the Cold War, the Soviet Union and China from the Cultural Revolution to Tiananmen Square.

COURSE	HSC History Extension	COURSE NO.	15280
1 unit HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part 1 of the course, students investigate the question 'Constructing History' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal Historical Project.

MAIN TOPICS COVERED

Part I: Constructing History? (60% of course time)

Key questions

- Who are the historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have the approaches to history changed over time?

Students will also investigate **one** case study from a selection of ancient, medieval and early modern, modern and Australian options.

Part II: History Project (40% of course time)

Students will compose a History Project, for which students will include a Proposal, Essay, Annotated Bibliography and Process Log.

PARTICULAR COURSE REQUIREMENTS

Preliminary course in Modern or Ancient History.

HSC course in Modern or Ancient History must be studied concurrently with History Extension.

OTHER SUBJECT CONSIDERATIONS

Nil

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Historian, university lecturer, archaeologist, politician/political assistant, museum curator, information officer, solicitor, teacher, journalist, editor/editorial assistant.

SUMMARY

This course is designed to give students the opportunity to question the very nature of history: Why the same historical event can be interpreted differently by historians? What affects their interpretations? Can we trust historians to impart a completely neutral reading of history? Is this even possible? Is history merely fiction? Or is it a science? Students who are interested in studying History Extension should be prepared to undertake a considerable amount of reading, and be prepared to question closely held truths.

COURSE	Music 1	COURSE NO.	15290
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Music 2

RATIONALE

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 covers a range of styles, periods and genres. These topics are flexible according to the student's areas of interest.

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 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 NESA to validate authorship of the submitted work.

OTHER SUBJECT CONSIDERATIONS

The Music 1 course is a flexible course with up to 70 per cent of the assessment based on performance. Alternatively students may study a combination of composition, musicology and performance and tailor their own program and topics based on areas of interest.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Musician, music teaching, music theatre, performing arts. The study of Music is also beneficial for any kind of work connected to the arts in any way, including journalism, sound design and engineering, management and administration in arts related fields and any work in the film or television industry.

SUMMARY

For students with previous musical experience, the Music 1 course is an excellent option to incorporate the skill and knowledge of music into the HSC program of study.

COURSE	Music 2	COURSE NO.	15300
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Music 1

RATIONALE

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

MAIN TOPICS COVERED

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course.

In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

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 NESA to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition.

OTHER SUBJECT CONSIDERATIONS

This subject is more specialised than Music 1 with a focus on Art Music Repertoire. The course requires students to have previous experience in reading music and includes a mandatory composition component, in-depth topic analysis and the detailed study of musical scores.

This course provides thorough training in musicology and aural analysis, and includes performance and composition components. It is the most suitable course for experienced musicians.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Professional musician or music teacher.

SUMMARY

This course is an excellent option for those students who have considerable previous musical experience and a high level of skill.

COURSE	HSC Music Extension Course	COURSE NO.	15310
1 unit/60 hour course HSC Board Developed Course			
PREREQUISITES	Music 2 (studied concurrently with HSC course of Music 2)		
EXCLUSIONS	Music 1		
RATIONALE			
<p>The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.</p> <p>Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.</p>			
PARTICULAR COURSE REQUIREMENTS			
<p>Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p>			
OTHER SUBJECT CONSIDERATIONS			
<p>The Music Extension course is solely based on an elective of the student’s choice of performance, musicology or composition.</p>			
STUDY IF FUTURE CAREER OPTIONS INCLUDE			
<p>Professional musician or music teacher.</p>			
SUMMARY			
<p>This course provides students who have sophisticated and accomplished skills in music the opportunity to develop these skills in the HSC through a performance recital, a composition portfolio or an extended research essay.</p>			

COURSE	Agriculture	COURSE NO.	15010
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

PRELIMINARY COURSE: Main Topics Covered	HSC COURSE CONTENT: Main Topics Covered
<ul style="list-style-type: none"> • Overview of Australian Agriculture (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%). 	Core Topics (70%) <ul style="list-style-type: none"> • Plant/Animal Production (45%) • Farm/Product Study (25%)
OPTIONAL COMPONENTS (30%)	OR
Choose 2 Electives (15% each) <ul style="list-style-type: none"> • Agribusiness • Animal management • Horticulture • Innovation and Diversification • Plant management • Sustainable Land and Resource Management 	Research Project (30%) Components include both a project report and process journal

PARTICULAR COURSE REQUIREMENTS

Practical experiences should occupy a minimum of 30 per cent of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to NESA.

OTHER SUBJECT CONSIDERATIONS

Business Studies, Primary Industries.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Agri-business, agronomy, aborist, farm management, food agriculturalist, horticulturalist, ecologist.

SUMMARY

The Stage 6 Agriculture course focuses on the theoretical aspects of agriculture, rather than the practical skills of the Primary Industries course.

COURSE	Business Studies	COURSE NO.	15040
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

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.

PRELIMINARY COURSE: Main Topics Covered	HSC COURSE CONTENT: Main Topics Covered
<ul style="list-style-type: none"> • Nature of Business (25%) <ul style="list-style-type: none"> - the nature and role of business • Key Business Functions (30%) <ul style="list-style-type: none"> - analysis of nature and role of key business functions • Establishing a Business (25%) <ul style="list-style-type: none"> - issues and steps in establishing and maintaining a business • Developing a Business Plan (20%) <ul style="list-style-type: none"> - the role of planning for success in business 	<ul style="list-style-type: none"> • Operations (25%) <ul style="list-style-type: none"> - strategies for effective operations management in large businesses • Marketing (25%) <ul style="list-style-type: none"> - development and implementation of successful marketing strategies • Finances (25%) <ul style="list-style-type: none"> - interpreting financial information in the planning and management of a business • Human Resources (25%) <ul style="list-style-type: none"> - contribution of human resource management to business performance

PARTICULAR COURSE REQUIREMENTS

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.

OTHER SUBJECT CONSIDERATIONS

Mathematics Standard.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

The study of Business Studies provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

SUMMARY

By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

COURSE	Design and Technology	COURSE NO.	15080
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

The **Preliminary course** involves the study of both design and production. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities that develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects, which includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The **HSC course** involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60 per cent of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. A case study of an innovation is also required, where students identify the factors underlying the success of the innovation, analyse associated ethical issues and discuss its impact on Australian society.

PRELIMINARY COURSE: Main Topics Covered

Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC COURSE CONTENT: Main Topics Covered

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.

PARTICULAR COURSE REQUIREMENTS

In the **Preliminary** course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the **HSC** course the activities 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 a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

OTHER SUBJECT CONSIDERATIONS

Time management skills / strategies are extremely important to be successful, especially if other HSC practical subjects have been selected to study.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Various design careers, visual communication, technology teacher, project management.

SUMMARY

Design tasks (assessment) are accessible to all skill levels and (ideally) allow students to experience working with materials they may not have used before. This challenges preconceived design ideas and broadens their outlook regarding what they can design and exposes them to a variety of design methods.

COURSE	Drama	COURSE NO.	15090
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

RATIONALE

Students in Drama study the practices of Making, Performing and Critically Studying. 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

Australian Drama and Theatre and Studies in Drama and Theatre 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.

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 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.

PRELIMINARY COURSE: Main Topics Covered	HSC COURSE CONTENT: Main Topics Covered
<ul style="list-style-type: none"> • Improvisation, Playbuilding, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 	<ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • 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, the published *Course Prescriptions* include a topic list that 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 must base their work on one of the texts listed in the published text list. This list changes every three 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.

OTHER SUBJECT CONSIDERATIONS

Dance is a complementary course for many Drama students.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Actor, dancer, comedian, comedy writer, script writer, public speaker, arts critic, director, stage manager, TV cameraman, arts administrator, Writer.

SUMMARY

This course contains many opportunities for performance. Students are required to work in groups as a compulsory part of the course. There is a rigorous theory component of this course and students sit an external written examination. This course also includes an individual project where students choose an area of interest to pursue. This is not limited to performance, but encompasses the wider scope of the dramatic arts.

COURSE	Geography	COURSE NO.	15190
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

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 geographer's contribution to understanding our environment and demonstrates the relevance of geographical study.

PRELIMINARY COURSE: Main Topics Covered	HSC COURSE CONTENT: Main Topics Covered
<ul style="list-style-type: none"> • Biophysical Interactions (45%) <ul style="list-style-type: none"> - how biophysical processes contribute to sustainable management • Global Challenges (45%) <ul style="list-style-type: none"> - geographical study of issues at a global scale • Senior Geography Project (10%) <ul style="list-style-type: none"> - a geographical study of student's own choosing. 	<ul style="list-style-type: none"> • Ecosystems at Risk (33%) <ul style="list-style-type: none"> - the functioning of ecosystems, their management and protection. • Urban Places (33%) <ul style="list-style-type: none"> - study of cities and urban dynamics. • People and Economic Activity (33%) <ul style="list-style-type: none"> - geographic study of economic activity in a local and global context.

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 twelve hours of fieldwork in both the Preliminary and HSC courses.

OTHER SUBJECT CONSIDERATIONS

Mathematics Standard; a sound understanding of Year 10 Geography skills.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Environmental law, meteorology, mapping and cartography, surveying, town planning, environmental consultant, climate change assessment, coastal, marine and hydrographic analysis, tourism management, population analysis, natural resource management, market research, journalism, social services and welfare, local and regional development, international development and aid.

SUMMARY

Geography provides students with skills in a range of research techniques. They develop their ability to synthesise, analyse and communicate information, and to think critically and creatively.

COURSE	Society and Culture	COURSE NO.	15350
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures - including power, authority, identity, gender, technologies and globalisation – is also integral to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology, communication, cultural and media studies, philosophy, social psychology and sociology.

PRELIMINARY COURSE: Themes	HSC COURSE CONTENT: Themes
<ul style="list-style-type: none"> • The Social and Cultural World • Personal and Social Identity • Intercultural Communication 	<ul style="list-style-type: none"> • Personal Interest Project • Social and Cultural Continuity and Change

Two in-depth studies from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

PARTICULAR COURSE REQUIREMENTS

The HSC course requires students to complete a Personal Interest Project, which is an in-depth research project on a chosen topic, relating to the units identified in the syllabus.

OTHER SUBJECT CONSIDERATIONS

Modern History; Ancient History; Geography.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Anthropology, communication, cultural and media studies, philosophy, social psychology, sociology.

SUMMARY

Society and Culture is suitable for students who are interested in research. Students explore a topic of personal interest to an extensive level. The Personal Interest Project requires students to be organised and to have excellent time management skills.

COURSE	Studies of Religion	COURSE NO.	
1 unit for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life. Religion is generally characterised by a worldview that recognises a supernatural dimension - belief in divinity or powers beyond the human and/or dwelling within the human.

PRELIMINARY COURSE: Themes	HSC COURSE CONTENT: Themes
<ul style="list-style-type: none"> • Nature of Religion and Beliefs • Religious Tradition Study 1 • Religious Tradition Study 2 	<ul style="list-style-type: none"> • Religion and Belief Systems in Australia post - 1945 • Religious Tradition Depth Study 1 • Religious Tradition Depth Study 2

Two in-depth studies from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Nonconformity

OTHER SUBJECT CONSIDERATIONS

Society and Culture; Modern History; Ancient History.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Anthropology, communication, cultural and media studies, education, philosophy, social psychology, sociology.

SUMMARY

The syllabus is designed so that all students study more than one religious tradition. The course enables students to come to an understanding that each religious tradition has its own integrity and contributes to a well-ordered society. The course aims 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.

COURSE	Legal Studies	COURSE NO.	15220
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and lawmaking, the development of Australian and international legal systems, the Australian Constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. 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 that consider how changes in societies influence law reform.

PRELIMINARY COURSE:	HSC COURSE CONTENT:
<p>Part I - The Legal System (40% of course time)</p> <p>Part II - The Individual and the Law (30% of course time)</p> <p>Part III - The Law in Practice (30% of course time)</p> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.</p> <p>This section may be integrated with Part I and Part II.</p>	<ul style="list-style-type: none"> • Law and Society (25% of course time) • Focus Study: Crime (25% of course time) • Additional Focus Studies (50% of course time)

Students will study two focus studies chosen from:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Consumers • Family • Global environment • Indigenous peoples | <ul style="list-style-type: none"> • Shelter • Technological change • Workplace • World order |
|---|---|

Key themes incorporated across all topics:

Justice, law and 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.

OTHER SUBJECT CONSIDERATIONS

History, Economics, Business Studies, Society and Culture.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Law, business, education, public policy, media, advocacy, research, solicitor, barrister, policy development, journalist, social planning, education, community education.

SUMMARY

Legal Studies develops students' understanding of the nature of domestic and international law, the operation of Australian and international legal systems and the significance of the rule of law. Students will examine the interrelationship between law, justice and society, and the changing nature of the law. They will develop skills in investigating, analysing and communicating relevant legal information and issues.

COURSE	Personal Development, Health and Physical Education	COURSE NO.	15320
2 units for each of Preliminary and HSC Board Developed Course		EXCLUSIONS	Nil

RATIONALE

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

PRELIMINARY COURSE:	HSC COURSE CONTENT:
<p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Better Health for Individuals • The Body in Motion <p>Optional Component (40%)</p> <p>Students select TWO of the following options:</p> <ul style="list-style-type: none"> • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation 	<p>Core Topics (60%)</p> <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select TWO of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health

PARTICULAR COURSE REQUIREMENTS

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Health sciences or sports science.

SUMMARY

PDHPE is a course suited to those who are interested in understanding the current trends in health in Australia and investigating the factors that impact on sporting performance.

COURSE	Visual Arts	COURSE NO.	15400
2 units for each of Preliminary and HSC Board Developed Course			
EXCLUSIONS	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.		
RATIONALE			
Visual Arts involves students in artmaking, 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. 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.			
PRELIMINARY COURSE: Learning opportunities focus on		HSC COURSE CONTENT: Learning opportunities focus on	
<ul style="list-style-type: none">• 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 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.		<ul style="list-style-type: none">• How students may develop their practice in artmaking, 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			
Preliminary Course			
<ul style="list-style-type: none">• 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			
<ul style="list-style-type: none">• 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 artmaking, art criticism and art history.			
OTHER SUBJECT CONSIDERATIONS			
Time management if studying other subjects with a submission component.			
STUDY IF FUTURE CAREER OPTIONS INCLUDE			
Artist, designer, curator, architect.			
SUMMARY			
This subject complements English and both Histories. Students who are interested in learning about and/or making art should consider studying Visual Arts. You do not need to be a talented drawer or painter to succeed in this subject.			

COURSE	French Continuers	COURSE NO.	15680
2 units for each of Preliminary and HSC Board Developed Course			
PREREQUISITES	Stage 5 French or equivalent knowledge is assumed.		
EXCLUSIONS	French Beginners.		
RATIONALE			
The Preliminary and HSC courses have, as their organisational focus, 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.			
THEMES			
<ul style="list-style-type: none">• The individual• The French-speaking communities• The changing world. <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none">• Conversation• Responding to an aural stimulus• Responding to a variety of written material• Writing for a variety of purposes• Studying the culture of French-speaking communities through texts.			
PARTICULAR COURSE REQUIREMENTS			
Nil			
OTHER SUBJECT CONSIDERATIONS			
While a period spent on exchange in a French-speaking is desirable, it is not mandatory. This can be done between Years 11 and 12 (optional).			
STUDY IF FUTURE CAREER OPTIONS INCLUDE			
Interpreter, diplomat, university lecturer, tourism, teacher, translator, journalist.			
SUMMARY			
This course is designed to expose students to native-level French and provide them with the tools to become as close to fluent French-speaking as possible. Topics explored include leisure and lifestyle, your personality, school and education, and working life. Students who wish to undertake Stage 6 French must ensure they engage with native level stimuli in their own time, such as watching films, reading books and consulting the news. Relying on class time alone to achieve the desired level of language proficiency is unrealistic.			

COURSE	German Continuers	COURSE NO.	15710
2 units for each of Preliminary and HSC Board Developed Course			
PREREQUISITES	School Certificate German or equivalent knowledge is assumed.		
EXCLUSIONS	German Beginners.		
RATIONALE			
The Preliminary and HSC courses have, as their organisational focus, themes and associated topics. Students' skills in, and knowledge of German 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 German-speaking communities through the study of a range of texts.			
THEMES			
<ul style="list-style-type: none">• The individual• The German-speaking communities• The changing world. <p>Students' language skills are developed through tasks such as:</p> <ul style="list-style-type: none">• Conversation• Responding to an aural stimulus• Responding to a variety of written material• Writing for a variety of purposes• Studying the culture of German-speaking communities through texts.			
PARTICULAR COURSE REQUIREMENTS			
Students must have completed Stages 4 and Stage 5 German.			
OTHER SUBJECT CONSIDERATIONS			
While a period spent on exchange in a German-speaking is desirable, it is not mandatory. This can be done between Years 11 and 12 (optional).			
STUDY IF FUTURE CAREER OPTIONS INCLUDE			
Interpreter, diplomat, university lecturer, tourism, teacher, translator, journalist.			
SUMMARY			
This course is designed to expose students to native-level German and provide them with the tools to become as close to fluent German-speaking as possible. Topics explored include leisure and lifestyle, your personality, school and education, and working life. Students who wish to undertake Stage 6 German must ensure they engage with native level stimuli in their own time, such as watching films, reading books and consulting the news. Relying on class time alone to achieve the desired level of language proficiency is unrealistic.			

COURSE	Hospitality (240 indicative hours)	COURSE NO.
4 units for each Preliminary and HSC Board Developed Course Category B status for the Australian Tertiary Admission Rank (ATAR) Minimum mandatory work placement - 70 hours		EXCLUSIONS

Nil

RATIONALE

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

AQF VET QUALIFICATION(S)	HSC VET COURSES
<p>Depending on selection and achievement of units of competency, the possible qualification outcomes are:</p> <ul style="list-style-type: none"> • SIT20213 Certificate II in Hospitality • SIT20312 Certificate II in Kitchen Operations • SIT30813 Certificate III in Commercial Cookery - Statement of Attainment only • SIT31013 Certificate III in Catering Operations - Statement of Attainment only. <p>HSC courses within industry curriculum frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination, which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).</p>	<p>HSC VET courses in the Hospitality Curriculum Framework are made up of:</p> <p>Units of competency</p> <ul style="list-style-type: none"> • associated HSC mandatory units of competency • associated HSC stream units of competency • HSC elective units of competency <p>HSC outcomes and content</p> <p>Mandatory HSC work placement requirements.</p>

STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

SCHOOL-BASED APPRENTICESHIP/TRAINEESHIP

A school-based apprenticeship/traineeship is available. For more information: <http://www.sbatinnsw.info/>

OTHER SUBJECT CONSIDERATIONS

Work placement is mandatory HSC VET course requirement with minimum of 70 hours assigned to hospitality over two years. Non-completion of work placement means the student has not met the HSC VET course requirements. Students engaged in community/school functions in catering and service will be given recognition, counting towards service periods **OR** work placement hours.

STUDY IF FUTURE CAREER OPTIONS INCLUDE

Studying Hospitality opens up career opportunities at different levels in the industry or puts students in a better position for jobs while studying other disciplines at tertiary level.

SUMMARY

Hospitality demands commitment and dedication; therefore, students undertaking this course must be prepared to undertake intensive work and show initiative if they wish to build a successful career in the field.

COURSE	Primary Industries (240 indicative hours)	COURSE NO.
4 units for each Preliminary and HSC Board Developed Course Category B status for the Australian Tertiary Admission Rank (ATAR) Minimum mandatory work placement - 70 hours		EXCLUSIONS
		Nil

RATIONALE

This course provides students with the opportunity to obtain national vocational qualifications for employment in agriculture, horticulture and/or conservation and land management. Students will be able to gain skills in farm operations and equipment, the production and care of livestock and/or crops and in sustainable land management. Possible occupations include farm hand/labourer, shearer, horse care attendant, horticultural assistant and farmer/farm manager.

AQF VET QUALIFICATION(S)

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- Certificate II in xxx (RTX2xx03)

Units of Competency

- Mandatory
- Elective (minimum 110 hours)

RECOGNITION OF PRIOR LEARNING

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs may access this course under regular course arrangements or access units of competency selected through the collaborative curriculum planning process.

ASSESSMENT AND COURSE COMPLETION

Competency-based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, students must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Optional HSC Examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark that may be used in the calculation of the ATAR. 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 an AQF VET qualification.

SCHOOL-BASED TRAINEESHIPS

School-based traineeships are available. For more information: <http://www.sbatinnsw.info/>

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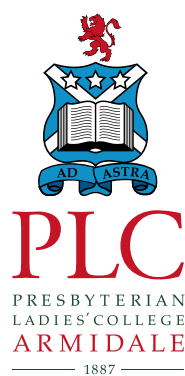
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