CURRICULUM HANDBOOK
STAGE 6

FOR STUDENTS
ENTERING YEAR 11
YEAR 11 – 2015
YEAR 12 – 2016
TABLE OF CONTENTS

Introduction........................................................................................................................................... 2
Board of Studies, Teaching and Educational Standards (BOSTES) Requirements............................ 2
Unit selection for Stage 6 ......................................................................................................................... 2
The Higher School Certificate .................................................................................................................. 3
The Australian Tertiary Admissions Rank (ATAR) ................................................................................. 3
Assessment .............................................................................................................................................. 4
The Subject Selection Process .................................................................................................................. 5
Advice on Subject Selection .................................................................................................................... 5
Heads of Department ............................................................................................................................... 6
Other Contacts ....................................................................................................................................... 7

AGRICULTURE ................................................................................................................................. 8
ANCIENT HISTORY ............................................................................................................................. 10
BIOLOGY ............................................................................................................................................... 12
BUSINESS STUDIES .............................................................................................................................. 14
CHEMISTRY ......................................................................................................................................... 16
COMMUNITY AND FAMILY STUDIES ............................................................................................... 18
DRAMA .................................................................................................................................................. 20
ECONOMICS ........................................................................................................................................ 22
ENGLISH ADVANCED ......................................................................................................................... 24
ENGLISH STANDARD .......................................................................................................................... 25
ENGLISH EXTENSION 1 ......................................................................................................................... 26
ENGLISH EXTENSION 2 ......................................................................................................................... 26
ENGLISH as a SECOND LANGUAGE (ESL) .......................................................................................... 27
FRENCH CONTINUERS ......................................................................................................................... 28
FRENCH EXTENSION ............................................................................................................................ 29
GEOGRAPHY ....................................................................................................................................... 30
GERMAN BEGINNERS .......................................................................................................................... 32
HISTORY EXTENSION ............................................................................................................................ 33
HOSPITALITY ....................................................................................................................................... 35
INDUSTRIAL TECHNOLOGY .................................................................................................................. 37
LATIN ...................................................................................................................................................... 40
MATHEMATICS and MATHEMATICS EXTENSION 1 ..................................................................... 41
MATHEMATICS EXTENSION 2 ............................................................................................................. 43
MATHEMATICS GENERAL .................................................................................................................... 44
MODERN HISTORY ............................................................................................................................... 45
MUSIC COURSE 1 ................................................................................................................................. 47
MUSIC COURSE 2 ................................................................................................................................ 49
MUSIC EXTENSION ............................................................................................................................... 50
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION ........................................... 52
PHYSICS ............................................................................................................................................... 54
SENIOR SCIENCE ............................................................................................................................... 56
SOFTWARE DESIGN AND DEVELOPMENT ....................................................................................... 58
SPORT, LIFESTYLE AND RECREATION .............................................................................................. 60
STUDIES OF RELIGION I AND II ....................................................................................................... 61
TEXTILES AND DESIGN ........................................................................................................................ 62
VISUAL ARTS ....................................................................................................................................... 64
INTRODUCTION

This Curriculum Handbook is designed to assist parents and students to better understand the nature of the subjects and courses available to students entering Stage 6 (Years 11 and 12) at Kinross Wolaroi School. It will assist students in making subject choices which will best equip them for the Higher School Certificate Examination and subsequent years.

BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS (BOSTES) REQUIREMENTS

To be eligible for the award of the Higher School Certificate students must have satisfactorily completed a Preliminary pattern of study in Year 11 that comprises at least 12 units and, into Year 12, an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed courses,
- at least two units of a Board Developed course in English,
- at least three courses of two unit value or greater,
- at least four subjects, and
- no more than six units of Science courses.

In addition, the Board provides us with Course Completion Criteria for Preliminary and HSC students:

“A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

(a) followed the course developed or endorsed by the Board; and
(b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
(c) achieved some or all of the outcomes.”

Students wanting to change courses at a late stage (or are a late enrolment) must also complete the Course Completion Criteria. This is at the discretion of the Principal. As a guide, it will be too late to change a course after one third of a Preliminary course has been delivered (but no student may change a course after 30 June in accordance with section 8067 of the ACE manual).

UNIT SELECTION FOR STAGE 6

In Year 11, students are enrolled in 12 units (some students may apply to do an additional unit, such as the Philosophy 1 unit Course through Macquarie University). Most subjects are valued at 2 units and so the most common pathway to complete Year 11 for the majority of students is to study six 2-unit courses. There are, however, a small number of 1-unit courses on offer: students who are good at English and/or Mathematics are able to study an additional Extension unit in these subjects, and one unit courses in Studies of Religion and in Sport, Lifestyle and Recreation are also available for students to complement their selection of 12 units.

In Year 12 a student is able to reduce to 11 or 10 units if they wish. If you decide to do this it is strongly advised that you make an appointment with the Careers Advisor/Year 12 Coordinator and/or the Director of Studies to discuss your intentions.

Additionally, a student may pick up extra Extension units in Year 12. These courses are not ‘more of the same’; they have philosophic underpinnings and require conceptual, higher-order thinking.

At KWS the following Extension courses are offered:

- English Extension 1
- English Extension 2 (in Year 12 only with English Extension 1 as a co-requisite)
- Mathematics Extension 1
- Mathematics Extension 2 (in Year 12 only with Mathematics Extension 1 as a co-requisite)
- History Extension (in Year 12 only with Ancient or Modern History as a co-requisite)
- French Extension (in Year 12 only with French Continuers as a co-requisite)
- Music Extension (in Year 12 only with Music 2 as a co-requisite)
Notes:

1. English is compulsory for the HSC and also must count for 2 units in the calculation of the ATAR.

2. In addition to the subjects offered at the school, Kinross Wolaroi uses external agencies to provide some courses of study for the Higher School Certificate, such as TAFE and Distance Education. These courses comprise a minority of any given student’s pattern of study. A minority is defined as no more than four units for the Higher School Certificate.

3. Each 2 unit Preliminary and HSC subject involves 120 indicative hours of course time.

THE HIGHER SCHOOL CERTIFICATE

For the HSC, a student does not receive a simple ‘pass’ or ‘fail’, nor do they get a single rank or mark for all courses. The HSC results are a detailed package showing the level of knowledge and skills that each student has achieved in each course.

The BOSTES reports students’ performance by standards referencing. This means that standards are pre-set for each subject in bands (1 - 6), or levels of achievement. This level of achievement will be reported on the Higher School Certificate Record of Achievement, which students receive in late December. Also on this Record of Achievement will be a student’s (moderated) Assessment mark, the Examination mark achieved in the external HSC exam and an HSC mark – the average of the Assessment mark and the Examination mark.

For further information relating to the HSC and how it works, visit the Board of Studies website, where there is a good summary at www.boardofstudies.nsw.edu.au/hsc-results/understanding.html. The HSC results information flyer at the same address provides an overview of the ‘Understanding HSC Results’ section, and includes a summary of HSC and other services available for students.

THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is a separate measure from the HSC. The Universities Admissions Centre (UAC) calculates the ATAR for the Universities, and it is additional to the HSC Record of Achievement provided by the Board of Studies.

Entry from Year 12 into university courses in NSW and the ACT generally depends upon the ATAR achieved at the completion of the Higher School Certificate. The ATAR is a ranking, which compares students’ performances across the state. To qualify for an ATAR, students need to have completed 10 units of study with no more than 2 of those units coming from a TAFE or Category B course (at Kinross Wolaroi we offer one Category B course – Hospitality). Should students wish to take a TAFE course and a Category B course and still qualify for an ATAR, their unit selection must equal 12 units. With the exception of Hospitality, all HSC courses offered at Kinross Wolaroi School are Category A courses.

Further detail about ATAR requirements can be found in the Universities Admissions Centre (UAC) Handbook or on the UAC website www.uac.edu.au. A full list of Category A and B courses can be found at www.uac.edu.au/documents/undergraduate/HSCcourses.pdf.
ASSESSMENT

Assessment Information, Policies and Procedures are published at the beginning of each School Year, along with an Assessment Timetable, an Assessment Planner and a detailed Assessment Grid for each subject that outlines the dates, weighting and outcomes to be assessed. These are available on the school website at: Family and Friends → Forms Policies and Procedures → Academic.

In Year 11 these Assessment tasks are monitored, recorded and reported internally. They are also used (in line with our Assessment Policy) to assign a grade for each student in each course for their Record of School Achievement (RoSA). These grades are submitted to the BOSTES in October. The Common Grade Scale below is used to report student achievement in the Preliminary Stage 6 year in all NSW schools. It describes performance at each of five grade levels.

A. The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B. The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C. The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D. The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E. The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

In Year 12 the final accumulation of internal Assessment marks for HSC subjects is sent to BOSTES where they are moderated against student performance in the external HSC examinations. This moderated assessment accounts for 50% of the overall mark awarded in each course, and is reported on the Higher School Certificate Record of Achievement. School-based Assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. The weightings for Assessment tasks are mandated in Year 12 by BOSTES, as are the nature of the Assessment tasks, which could include tests, written or oral assignments, practical activities, fieldwork and projects. The Assessment requirements for each course are set out in each syllabus and may be accessed from the BOSTES website www.boardofstudies.nsw.edu.au/syllabus_hsc/.
THE SUBJECT SELECTION PROCESS

The initial subject selection form requires students in Year 10 to choose elective subjects in order of preference. These choices are analysed to determine how best to arrange them on ‘elective lines’ in order to allow as many students as possible to get as many of their first 12 units of choices as possible. If the number of students opting for a subject is very small, the School reserves the right not to offer that subject.

Once these lines are determined (usually around the middle of Term 3), Year 10 students will be given a selection form which shows their allocated subjects on the elective lines. For Stage 6 in 2015-2016, the electives will be placed on six lines, with line six comprising two half-lines to cater for Extension 1 English and Extension 1 Mathematics. Each line is timetabled for 10 periods per fortnight. This totals 60 periods of study per fortnight, and fits neatly into our 6 period days.

Students will be given the opportunity to alter their choices by selecting one 2-unit subject from each of the first 5 lines, and either one 2-unit subject or two 1-unit subjects on line 6. At this stage of selection, the subjects selected may be different from your original choices, however the elective lines are locked in at this point. Furthermore, if a particular subject is full, then preference will be given to those who chose the subject in the initial subject selection.

Students must choose their subjects carefully, in consultation with their parents, as changes to subjects will be considered only if places are available in the required subject, and only in line with the following guidelines:

- Elective subjects are two-year courses. The Preliminary course in Year 11 must be completed satisfactorily before the HSC course is started in Term 4 of Year 11.
- Students may continue to negotiate their elective choices early in Term 1 of Year 11. This should be done through the Director of Studies. Parent approval will also be required. These changes are dependent on satisfying class size guidelines.
- After the first few weeks of Term 1 in Year 11, any changes to courses must be applied for more formally, using a ‘Change of Subject’ application form, available from the Director of Studies.
- It is inadvisable to change a Preliminary course after one third of the course has been delivered.

ADVICE ON SUBJECT SELECTION

Students and parents often ask for advice about which subjects to take in Years 11 and 12 for the Higher School Certificate. The best advice that can be given is for students to take the subjects that they are most interested in. It follows that if a student enjoys a subject then they will be more prepared to work in that subject and spend time reading and doing homework and assignments in that subject. The school will provide advice on career requirements to students, primarily through the Allwell Aptitude and Career Testing program in mid Term 2 of Year 10 and the follow-up Career Exploration Program that occurs later in Term 2. There is also a P&F Careers Forum held on the evening of 12th June. For further information on these events, contact the Careers Advisor.

Further information can also be obtained through our local Board of Studies Liaison Officer (BOSLO) Alanah Miszuk, on 02 6334 8048.

For any courses of possible interest, please read the relevant curriculum pages in this handbook. Please contact the Heads of Department and/or the Careers Advisor for further information or clarification regarding possible elective choices. For general queries about the curriculum offered at Kinross Wolaroi School, or the process of subject selection, please contact me on 6392 0306.

Paul Mirrington
Director of Studies
Below is a list of subjects offered for study in Years 11 (2015) and 12 (2016) at Kinross Wolaroi School. Please contact the relevant Heads of Department and/or the Careers Advisor for further information or clarification regarding possible elective choices.

<table>
<thead>
<tr>
<th>Department</th>
<th>Stage 6 Subjects</th>
<th>Head of Department</th>
<th>Contact #</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>• Advanced English</td>
<td>Miss Amanda Sheahan</td>
<td>6392 0388</td>
</tr>
<tr>
<td></td>
<td>• Standard English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• English as a Second Language (ESL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• English Extension 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• English Extension 2*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Mathematics</td>
<td>Mrs Michelle Hill</td>
<td>6392 0331</td>
</tr>
<tr>
<td></td>
<td>• General Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mathematics Extension 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mathematics Extension 2*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>• Biology</td>
<td>Mr Matthew Healey</td>
<td>6392 0368</td>
</tr>
<tr>
<td></td>
<td>• Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Senior Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>• Business Studies</td>
<td>Mrs Sue-Ann Gavin</td>
<td>6392 0333</td>
</tr>
<tr>
<td></td>
<td>• Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Religious Education</td>
<td>• Ancient History</td>
<td>Ms Dianne Chappel</td>
<td>6392 0409</td>
</tr>
<tr>
<td></td>
<td>• Modern History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• History Extension*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Studies of Religion 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Studies of Religion 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical and Applied Science (TAS)</td>
<td>• Agriculture</td>
<td>Mr Simon Lun</td>
<td>6392 0348</td>
</tr>
<tr>
<td></td>
<td>• Industrial Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Software Design and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>• Hospitality</td>
<td>Mrs Toni Bilton</td>
<td>6392 0334</td>
</tr>
<tr>
<td></td>
<td>• Textiles and Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Visual Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>• French Continuers</td>
<td>Mr Chris Oldham</td>
<td>6392 0345</td>
</tr>
<tr>
<td></td>
<td>• German Beginners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• French Extension*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education</td>
<td>• PDHPE</td>
<td>Mr Huon Barrett</td>
<td>6392 0344</td>
</tr>
<tr>
<td></td>
<td>• Community and Family Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sport, Lifestyle &amp; Recreation**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>• Music 1 and Music 2</td>
<td>Mrs Anneliese Alloway</td>
<td>6392 0364</td>
</tr>
<tr>
<td></td>
<td>• Music Extension*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Providers</td>
<td>• TAFE and Distance Education</td>
<td>Mr Paul Mirrington</td>
<td>6392 0306</td>
</tr>
<tr>
<td></td>
<td>• Philosophy: Macquarie University**</td>
<td>Mr Yooie Choi</td>
<td>6392 0436</td>
</tr>
</tbody>
</table>

* Subjects which are only available in Year 12
** These courses terminate at the end of Year 11
### OTHER CONTACTS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Contact #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Advisor / Year 12 Coordinator</td>
<td>Mrs Cherie Byrnes</td>
<td>6392 0346</td>
</tr>
<tr>
<td>Director of Studies</td>
<td>Mr Paul Mirrington</td>
<td>6392 0306</td>
</tr>
<tr>
<td>Head of Student Academic Services</td>
<td>Mr Yooie Choi</td>
<td>6392 0436</td>
</tr>
<tr>
<td>Head of Senior School</td>
<td>Mrs Bev West</td>
<td>6392 0302</td>
</tr>
</tbody>
</table>
AGRICULTURE

AIMS

Agriculture Stage 6 is designed to develop students’ knowledge and understanding about the production and marketing of both animal and plant products. Students should also develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner.

OBJECTIVES

Students will develop:

- Knowledge and understanding of the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems
- Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner
- Knowledge of, and skills in, decision-making and evaluation of technology and management techniques used in sustainable agricultural production & marketing
- Skills in effective research, experimentation and communication
- Knowledge and understanding of the impact of innovation, ethics and current issues on Australian agricultural systems.

PRELIMINARY COURSE CONTENT

Overview (15%)
- Agricultural Systems
- Agricultural History
- Social aspects surrounding Agriculture

The Farm Case Study (25%)
- The farm as a unit of production
- Farm management
- Marketing
- Farm technology
- The agricultural workplace

Plant Production (30%)
- Plants and their commercial production
- Animals, climate & resource interactions
- Microbes, invertebrates and pests
- Technology
- Experimental design and research

Animal Production (30%)
- Animals and their commercial production
- Plants, climate and resource interaction
- Microbes, invertebrates and pests
- Technology
- Experimental design and research
HSC COURSE CONTENT

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximize productivity and environmental sustainability. The farm, as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both National and International perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges, significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

Core (80%)

Plant/Animal production (50%)
- Soil, nutrients and water
- Factors contributing to the degradation of soil and water
- Sustainable resource management
- Plant production systems
- Constraints on plant production
- Managing plant production
- Animal nutrition
- Animal growth and development
- Animal reproduction and genetics
- Animal pests and diseases
- Animal ethics and welfare
- Experimental analysis and research in plant/animal systems

Farm product study (30%)
- The farm as a business
- Decision-making processes and management strategies
- Agricultural technology
- Marketing of a specific farm product

Elective (20%)

Choose ONE of the following electives to study.
- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century
ANCIENT HISTORY

AIM
The study of Ancient History enables students to acquire knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world; to develop a lifelong interest and enthusiasm for the subject; and to prepare students for informed and active citizenship in the contemporary world.

OBJECTIVES
Students will develop knowledge and understanding about:

- People, places, societies and events in the context of their time
- Change and continuity over time

Students will develop skills to:

- undertake the process of historical inquiry
- communicate an understanding of history

Students will develop values and attitudes about:

- The diversity and complexity of ancient societies
- The influence of the ancient past on the present and the future
- The value of Ancient History for personal growth and lifelong learning
- The conservation of the past

COURSE REQUIREMENTS AND EXPECTATIONS
In order to succeed in this course, students should have:

- An interest in ancient history
- The ability to read widely from a variety of texts
- An ability to write in-depth essays
- The ability to do independent research
- The ability to develop analytical skills in dealing with sources, both archaeological and written, to achieve a sound historical background
COURSE CONTENT

Preliminary Course

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.

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

Part I: Introduction

Investigating the Past: History, Archaeology and Science
Case Studies

At least ONE case study should be undertaken.

Students will develop an understanding and appreciation of Australian archaeological heritage with a field trip to Lake Mungo, where they will take part in an archaeological dig in Term one of Year 11.

Part II: Studies of Ancient Societies, Sites and Sources

At least ONE study of ancient societies, sites and sources should be undertaken. Possible studies include: Alexandria, Deir-el Medina, Nineveh, Persepolis, Thera (Santorini), Early Israel: Samuel I and II, Vergina, Greek society in the Archaic Period, Greek drama, Ancient China in the Qin and Han Dynasties, Roman writers on provincial government, The Celts in Europe, City of Rome and Roman Britain.

Part III: Historical Investigation

The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.

HSC Course

The course comprises a study of:

- Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum
- Part II: ONE Ancient Society
- Part III: ONE Personality in Their Time
- Part IV: ONE Historical Period

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

- Egypt
- Near East
- Greece
- Rome

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

ASSESSMENT

The internal assessment tasks include an analysis of a field report, case study research, source analysis, oral presentation, tests and internal exams. The external HSC Examination will be a three hour written examination including structured extended response, short answer and objective response questions.
BIOLOGY

AIMS

Biology Stage 6 aims to provide learning experiences through which students will:

- Acquire knowledge and understanding about fundamental concepts related to living things and their environments, the historical development of these concepts and their application to personal, social, economic, technological and environmental situations
- Progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised Biology terms, from the collection and organisation of information to problem-solving, and from the use of simple communication skills to those which are more sophisticated
- Develop positive attitudes towards the study of living things, the environment and the opinions held by others, recognising the importance of evidence and the use of critical evaluation of different scientific opinions related to various aspects of Biology

OBJECTIVES

Students will develop knowledge and understanding of:

- The history of Biology
- The nature and practice of Biology
- Applications and uses of Biology
- The implications of Biology for society and the environment
- Current issues, research and developments in Biology
- Cell ultra structure and processes
- Biological diversity
- Environmental interactions
- Mechanisms of inheritance
- Biological evolution

Students will develop further skills in:

- Planning investigations
- Conducting investigations
- Communicating information and understanding
- Developing scientific thinking and problem-solving techniques
- Working individually and in teams

Students will develop positive values about and attitudes towards:

- Themselves, others, learning as a lifelong process, Biology and the environment

COURSE REQUIREMENTS AND EXPECTATIONS

For the Preliminary course:

- The content in each module must be addressed over the course
- Experiences over the course must cover the scope of each skill listed in Section 8.1 of the syllabus

Practical experiences should occupy a minimum of 45 indicative hours of course time. At least one open-ended investigation integrating skill and knowledge outcomes must be included in the course.
For the HSC course:

- The content in each module of the core and one option must be addressed over the course
- Experiences over the course must cover the scope of each skill listed in Section 9.1 of the syllabus
- Practical experiences should occupy a minimum of 35 indicative hours of course time
- At least one open-ended investigation integrating skill and knowledge outcomes must be included in the course.

Students hoping to study Biology should have an interest in living things, their structure and relationships. A capacity for clear and concise expression is essential. Students will develop their skills in observing, recording and interpreting information in the laboratory and in the field. Finally, there needs to be a positive work ethic, to master terminology and sometimes difficult concepts.

**COURSE CONTENT**

**The Preliminary course incorporates the study of:**

- A Local Ecosystem (20 indicative hours)
- Patterns in Nature (40 indicative hours)
- Life on Earth (30 indicative hours)
- Evolution of Australian Biota (30 indicative hours)

The HSC course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course.

**The HSC course incorporates the study of**

(a) The core, which constitutes 90 indicative hours and includes:

- Maintaining a Balance (30 indicative hours)
- Blueprint of Life (30 indicative hours)
- The Search for Better Health (30 indicative hours)

(b) ONE option, which constitutes 30 indicative hours and may comprise any one of the following:

- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

**ASSESSMENT**

The internal assessment tasks include research assignments, fieldwork studies and reports, open-ended investigations, practical tests, media and practical skills development portfolio and major examinations. Each of the course outcomes must be assessed at least once. The external HSC examination is a three hour written examination including multiple choice, short answer and extended response questions.

Students will receive useful feedback on marked items of non-assessable and assessable work. Assessment tasks have specific marking criteria so that students can learn from these experiences and make suitable progress. Reports will provide constructive criticism as well as give students a clear picture of how they have performed relative to their cohort in Biology.
BUSINESS STUDIES

AIMS
Business Studies empowers students to become informed and responsible citizens by developing knowledge, understanding, skills and values relevant to their interactions with business and participation in a dynamic business environment.

OBJECTIVES
Through Business Studies, students will develop knowledge and understanding about:
- The nature, role and structure of business
- The functions, processes and operations of business
- The nature, role, responsibilities and effectiveness of management
- The impact of internal and external factors on business

COURSE REQUIREMENTS AND EXPECTATIONS
In order to succeed in this course students should have:
- An interest in business
- A good ability in written expression
- A sound mathematical background
- The ability to do independent research
- An interest and willingness to learn how to interpret and use financial reports
- The ability to read widely

Students need to be aware that, in the Preliminary Course, a major requirement is the completion of The Business Research Task.

COURSE CONTENT
Preliminary Course

Topic 1: Nature of Business
- Role of Business
- Types of Businesses
- Influences in the Business Environment
- Business Growth and Decline

Topic 2: Business Management
- Nature of Management
- Management Approaches
- Management Process
- Management and Change

Topic 3: Business planning
- Small to Medium Enterprises
- Influences in establishing a Small Medium Enterprise
- The Business Planning Process
- Critical Issues in Business Success and Failure
HSC Course

Topic 1: Operations
• Role of Operations Management
• Influences
• Operations Processes
• Operation Strategies

Topic 2: Marketing
• Role of Marketing
• Influences on Marketing
• Marketing Process
• Marketing Strategies

Topic 3: Finance
• Role of Financial management
• Influences on Financial management
• Processes of Financial management
• Financial Management Strategies

Topic 4: Human Resources
• Role of Human Resource management
• Key Influences
• Processes of Human Resource Management
• Strategies in Human Resource Management
• Effectiveness of Human Resource Management

ASSESSMENT
The major internal assessment task in Year 11 involves students writing their own Business Plan for an imaginary business over the first two terms. Other assessment tasks over the two years include research and analysis of case studies, stimulus-based skills, oral presentations, tests and internal exams. The external HSC Examination will be a three hour written examination including multiple choices, short answer, a business report and an extended response.
CHEMISTRY

AIMS
To provide learning experiences through which students will:

- Acquire knowledge and understanding about fundamental concepts related to matter and its interactions, the historical development of those concepts and their application to personal, social, economic, technological and environmental situations
- Progress from the consideration of specific data and knowledge to the understanding of models and concepts and to the use of generalised terms related to Chemistry in their explanations, from the collection and organisation of information to problem-solving and from the use of simple communication skills to those which are more sophisticated
- Develop positive attitudes towards the study of matter and its interactions, the environment and opinions held by others, recognising the importance of evidence and the use of critical evaluation of differing scientific opinions related to various aspects of Chemistry

OBJECTIVES
Students will develop knowledge and understanding of:

- The history of Chemistry
- The nature and practice of Chemistry
- Applications and uses of Chemistry
- The implications of Chemistry for society and the environment
- Current issues, research and developments in Chemistry
- Atomic structure, the periodic table and bonding
- Energy
- Chemical reactions, including acid/base reactions and chemical equilibrium
- Carbon Chemistry
- Stoichiometry (quantities in chemical reactions)

Students will develop further skills in:

- Planning investigations
- Conducting investigations
- Communicating information and understanding
- Developing scientific thinking and problem-solving techniques
- Working individually and in teams

Students will develop positive values about and attitudes towards:

- Themselves, others, learning as a lifelong process, Chemistry and the environment

COURSE REQUIREMENTS AND EXPECTATIONS

For the Preliminary course:

- The content in each module must be addressed over the course
- Experiences over the course must cover the scope of each skill listed in Section 8.1 of the syllabus
- Practical experiences should occupy a minimum of 45 indicative hours of course time
- At least one open-ended investigation integrating the skills and knowledge and understanding outcomes must be included in the course
For the HSC course:

- The content in each module of the core and one option must be addressed over the course
- Experiences over the course must cover the scope of each skill listed in Section 9.1 of the syllabus
- Practical experiences should occupy a minimum of 35 indicative hours of course time
- At least one open-ended investigation integrating the skills and knowledge and understanding outcomes

Students who elect to study Chemistry should have a natural interest in Chemistry, both in terms of the theory and the practical applications. Clear, concise expression, both verbally and in written work will enhance student performance. Students will also need to be competent in research and self-directed study. They will further develop their skills in observing, recording and interpreting information from practical work in the field and in the lab. Chemistry is a difficult subject and advice should be sought by students wishing to study it who are not in the top two Year 10 Science classes.

**COURSE CONTENT**

The Preliminary course incorporates the study of:

- The Chemical Earth (30 indicative hours)
- Metals (30 indicative hours)
- Water (30 indicative hours)
- Energy (30 indicative hours)

The HSC course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course. The HSC course incorporates the study of:

(a) the core which constitutes 90 indicative hours and includes:

- Production of Materials (30 indicative hours)
- The Acidic Environment (30 indicative hours)
- Chemical Monitoring and Management (30 indicative hours)

(b) ONE option, which constitutes 30 indicative hours and may comprise any one of the following:

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

**ASSESSMENT**

There are four tasks matched specifically to the four areas of study in the HSC course. These tasks are designed to evaluate investigation and reporting skills, practical mastery of laboratory techniques, research ability and comprehension or application of knowledge-based course content. The total comprises 60% of HSC assessment. There are two exams, totalling 40% of HSC assessment, which reflect the HSC in their style and content.

Students will receive useful feedback on marked items of non-assessable and assessable work. Assessment tasks have specific marking criteria so that students can learn from these experiences and make suitable progress. Reports will provide constructive criticism as well as give students a clear picture of how they have performed relative to their cohort in Chemistry.
COMMUNITY AND FAMILY STUDIES

Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students’ general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities. Community and Family Studies develops students’ knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

AIM

Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

OBJECTIVES

Students will develop:

- knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing
- knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing
- knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities
- knowledge and understanding about research methodology and skills in researching, analysing and communicating
- skills in the application of management processes to meet the needs of individuals, groups, families and communities
- skills in critical thinking and the ability to take responsible action to promote wellbeing
- an appreciation of the diversity and interdependence of individuals, groups, families and communities.

Course structure

The Community and Family Studies Stage 6 Syllabus includes two 120-hour courses. The Preliminary course consists of three mandatory modules. The HSC course consists of three core modules representing 75 percent of course time. An options component representing 25 percent of course time includes three modules of which students are to study only one.

Preliminary course modules (100% total)

Resource Management
- Basic concepts of resource management. Indicative course time: 20%

Individuals and Groups
- The individual's roles, relationships and tasks within and between groups. Indicative course time: 40%

Families and Communities
- Family structures and functions, and the interaction between family and community. Indicative course time: 40%

HSC course core modules (75% total)

Research Methodology
- Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25%

Groups in Context
- The characteristics and needs of specific community groups. Indicative course time: 25%
Parenting and Caring
- Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25%

HSC course option modules (25% total). Select one of the following options:

1 Family and Societal Interactions
- Government and community structures that support and protect family members throughout the life span. Indicative course time: 25%

2 Social Impact of Technology
- The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25%

3 Individuals and Work
- Contemporary issues confronting individuals as they manage roles within both family and work environments. Indicative course time: 25%

ASSESSMENT

Assessment for Learning provides a useful approach for the delivery of the Community and Family Studies Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

As part of the HSC, students are required to complete an Independent Research Project in the context of the HSC core module — Research Methodology. The IRP forms part of the internal HSC assessment program. The focus of the Independent Research Project should be related to the course content of one or more of the following areas:

- individuals
- groups
- families
- communities
- resource management.

The Independent Research Project consists of three parts

- the project plan
- the project diary
- the product.

The project plan
- provides an initial summary and outline of the complete research process.

The diary
- is a record of an ongoing process
- records values, attitudes and feelings
- reflects honestly on problems encountered and their solutions
- records conversations, contacts, readings and sources of secondary data
- reflects the proposed timeline.

The product
- is independent: that is, it is the student’s own work, based on an area of interest related to the course content
- is research based: meaning that the students should ‘find something out’ or add to their existing knowledge
- should reflect the time and commitment allocated to it in the overall context of the course.
AIM
The aim of this course is for students to experience, understand, enjoy and value Drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

Purpose/ Rationale
Drama is an art form that explores the world through enactment. It is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and traditions; exploring, celebrating and challenging the present and imagining the future.

In Drama, students can investigate, shape, and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. Drama can be employed as a technique for exploring personal and community issues and developing social skills. It caters for a broad range of students from varying social and cultural backgrounds. It allows for the exploration of attitudes and values of many groups in Australian society as students make, perform and critically study aspects of drama and theatre in Australian and other societies and cultures. The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem. Drama is an excellent complement to English as it develops literacy skills and public speaking skills.

OBJECTIVES
Students will develop knowledge and understanding about, and skills in:

Making
- Drama through participation in a variety of dramatic and theatrical forms
- Drama and Theatre using a variety of dramatic elements, theatrical techniques and conventions
- the collaborative nature of Drama and Theatre

Performing
- using the elements of Drama and Theatre in performance
- in improvised and play-built theatre, and scripted drama
- the diversity of the art of dramatic and theatrical performance

Critically Studying
- the place and function of drama and theatre in communities and societies, past and present
- a variety of forms and styles used in Drama and Theatre
- Drama and the Theatre as a community activity, a profession and an industry
COURSE CONTENT

Preliminary Course
Components:
- Improvisation, Play Building and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

Preliminary Course content comprises an interaction between the components of improvisation, play building and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

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.

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

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** of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual project** students demonstrate their expertise in a particular area, they choose one project from a critical analysis or design or performance or script writing or video drama.

**Please note:** There will be a trip to the theatre as part of the course. Students should also expect a public performance of their work once a year as part of a drama showcase.
ECONOMICS

AIMS
The aim of Economics is to develop students’ knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

OBJECTIVES
Through the study of Economics, students will develop knowledge and understanding about:

- The economic behaviour of individuals, firms, institutions and governments
- The function and operation of markets
- The operation and management of economics
- Contemporary economic problems and issues facing individuals, firms and governments

COURSE REQUIREMENTS AND EXPECTATIONS
In order to succeed in this course students should have:

- A good ability in written expression
- A sound mathematical background
- The ability to reason, draw logical conclusions and engage in problem-solving activities
- An interest in economic issues
- The ability to research effectively and read widely

COURSE CONTENT
Preliminary course

Topic 1: Introduction to Economics

- The nature of economics
- The operation of an economy
- Economies: their similarities and differences

Topic 2: Consumers and Business

- The role of consumers in the economy
- The role of business in the economy

Topic 3: Markets

- The role of the market
- Demand and supply
- Variations in competition

Topic 4: Labour Markets

- Demand for and supply of labour
- Labour market outcomes
- Labour market institutions
Topic 5: Financial Markets
- Financial markets in Australia
- The share market

Topic 6: Government and the Economy
- Government intervention in the economy
- The role of government

HSC Course

Topic 1: The Global Economy
- Features of the global economy
- Impact of globalisation on the standard of living in the global economy
  - Case study on the impact of globalisation on an economy other than Australia

Topic 2: Australia’s Place in the Global Economy
- Australia’s trade and financial flows
- Exchange rates
- Free trade and protection

Topic 3: Economic Issues
- Economic issues in the Australian economy
  - economic growth
  - unemployment
  - inflation
  - external stability
  - distribution of income and wealth
  - environmental management

Topic 4: Economic Policies and Management
- Economic objectives in relation to:
  - economic growth
  - full employment
  - price stability
  - external stability
  - environment
  - distribution of income
- The main policies available for economic management
- Limitations on policy implementation
- Policy responses and their effects in dealing with economic issues

ASSESSMENT
The internal assessment tasks include research and analysis of case studies, oral presentations, stimulus-based skills, essays, tests and internal exams. The external HSC Examination will be a three hour written examination including multiple choice, short answers, stimulus-based response and extended response.
ENGLISH ADVANCED

AIMS
Advanced English demands commitment and maturity in a student. Students need to be able to think laterally as they will need to explore the relationships between and among a variety of texts. Students need to write with insight and sophistication and be able to develop their own analytical voice with confidence and conviction. The major expectation is to be able to demonstrate a highly developed understanding of the ways in which meaning is shaped in and through language, both in responding to, and composing, texts.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOS: Belonging – Drama</td>
<td>AOS: Discovery – Drama</td>
</tr>
<tr>
<td>MOD A: Comparative Study of Texts and Context – Prose and Film</td>
<td>MOD A: Comparative Study of Texts and Context – Prose and Film</td>
</tr>
<tr>
<td>MOD B: Critical Study of Text – Poetry</td>
<td>MOD B: Critical Study of Text – Poetry</td>
</tr>
<tr>
<td>MOD C: Representation and Text - Non-fiction</td>
<td>MOD C: Representation and Text – Non-fiction</td>
</tr>
</tbody>
</table>

EXPECTATIONS
Students must be able to explore and articulate complex concepts and engage meaningfully and purposefully with textual forms and features. Students must be able to express themselves effectively through all text forms, synthesising a variety of sources. Viewing, listening, representing and oral presentations are an integral part of the course. Effective use of technology to complement studies is also essential.

ASSESSMENT
30% of the course is comprised of examination style tasks. The other 70% is a carefully constructed balance of reading, writing, listening, viewing and speaking tasks.
ENGLISH STANDARD

AIMS
Standard English allows students to explore events, experiences and ideas through texts. Students need to recognise the relationship between purpose, audience, language forms and features in the construction of meaning. Students will also need to synthesise a variety of texts and concepts across a range of modules. Students need to be able to demonstrate a sound understanding of the ways in which meaning is shaped in and through language, both in responding to, and composing, texts.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOS: Belonging – Drama</td>
<td>AOS: Discovery – Drama</td>
</tr>
<tr>
<td>MOD A: Experience through Language – Prose</td>
<td>MOD A: Experience through Language – Prose</td>
</tr>
<tr>
<td>MOD B: Close Study of Text – Poetry</td>
<td>MOD B: Close Study of Text – Poetry</td>
</tr>
<tr>
<td>MOD C: Texts and Society - Film</td>
<td>MOD C: Texts and Society – Film</td>
</tr>
</tbody>
</table>

EXPECTATIONS
Students must be able to explore various concepts and discuss the language forms and features of various texts. Students must be able to express themselves clearly and systematically through all text forms, synthesising a variety of sources. Viewing, listening, representing and oral presentations are an integral part of the course. Effective use of technology to complement studies is also essential.

ASSESSMENT
30% of the course is comprised of examination style tasks. The other 70% is a carefully constructed balance of reading, writing, listening, viewing and speaking tasks.
ENGLISH EXTENSION 1

AIMS

Extension 1 English is a course for students who are passionate about English. They need to be avid readers and enjoy the artistic capacity of language and its nuance. Students explore how and why texts are valued and appropriated into a range of contexts. They also need to consider questions of value and significance of particular texts and cultural contexts.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE: Texts, Culture and Value</td>
<td>MODULE: Language and Values - Textual Dynamics</td>
</tr>
</tbody>
</table>

EXPECTATIONS

Students need to understand complex texts and concepts. They need to be able to grasp theoretical perspectives underpinning the Module focus and apply these ideas to a variety of texts. Students need to actively engage in the learning process, inclusive of independent investigation to support explicitly taught material. Students need to read widely to develop an effective analytical and creative voice as these two components comprise the HSC Examination. The ability to write sophisticated extended analytical responses and creatively represent complex ideas with flair are important skills to bring to this course.

ASSESSMENT

- Extended Analytical Responses
- Sophisticated Seminar Style Presentations
- Extended Creative Compositions

ENGLISH EXTENSION 2

(HSC Only)

AIMS

English Extension 2 is designed for very able English students who have a passion for English. Participation in this course will be subject to an interview with the Head of English and will be bound by a contract.

COURSE CONTENT

During the HSC year students create an original, substantial Major Work in print, visual or auditory media. This can include such forms as the Short Story, Critical Response, Poetry, Performance Poetry, Drama or Film Scripts, Video or Multimedia. It can be imaginative, investigative, interpretive or analytical. It is submitted to BOSTES in mid-August. The Major Work is an extension of an interest developed in the Stage 6 courses. Students need to be able to research a concept widely. They need to read extensively in their chosen form and thus learn from masters of that form. A willingness to draft and re-draft their Major Work in terms of structure, language choices and themes is very important.

EXPECTATIONS

The Extension 2 student needs to be highly disciplined, self-motivated and able to work unsupervised. A teacher is appointed as a facilitator and the work is conceived and executed by the student under the supervision of the English teacher.

ASSESSMENT

Viva Voce  Research Report  Draft Major Work and Reflection Statement
ENGLISH AS A SECOND LANGUAGE (ESL)

AIMS
This course is specifically designed for students whose first language is not English. Students are only allowed to do this course if they have had five years or less of school instruction in English. It is designed to give those students an advantage in English because they only compete with students from similar language backgrounds while still covering similar content to the Advanced and Standard English course.

OBJECTIVES CONTENT

<table>
<thead>
<tr>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Area of Study: Belonging – Film</td>
<td>1 Area of Study: Discovery – Poetry and Film</td>
</tr>
<tr>
<td>2 MOD A: Experience through language – Prose and Poetry</td>
<td>2 MOD A: Experience through Language – Non-Fiction</td>
</tr>
<tr>
<td>3 MOD B: Texts and Society</td>
<td>3 MOD B: Texts and Society</td>
</tr>
</tbody>
</table>

EXPECTATIONS
Students must be able to identify and explain forms and features of written and visual texts. Students are expected to parallel their course work with supplementary reading in order to facilitate language acquisition and advance their spoken and written development. The listening component in this course requires students to explore various verbal texts and analyse and explain their intent and impact on the audience.

ASSESSMENT
Mirroring Advanced and Standard English, 30% of the course is comprised of examination style tasks. The other 70% is a carefully constructed balance of reading, writing, listening, viewing and speaking tasks. These tasks may include: role plays, essays, speeches, a portfolio collection for Area of Study or a combination of these.
FRENCH CONTINUERS

AIMS
The French Continuers course aims to develop high order competency in the French language, relating particularly to the areas of communication, cross-cultural understanding and grammar. Students will develop linguistic abilities which provide distinct advantages when seeking employment in fields such as the arts, banking, finance, politics, law, international relations, hospitality, tourism, translation and wine-making and distribution.

COURSE CONTENT
The Individual
- personal identity
- relationships
- school life
- leisure and interests

The French-Speaking Communities
- daily life/lifestyles
- arts and entertainment

The Changing World
- travel and tourism
- the world of work
- current issues
- the young person’s world

EXPECTATIONS
Students must have successfully completed French to Year 10. The course demands a keen interest in cultures elsewhere. It also involves ongoing dedication to learning, which takes the shape of numerous short oral and written exercises facilitating the building and practicing of vocabulary and language structures. It involves constant commitment to learning, practicing and revising vocabulary and structures, both orally and in writing.

ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>20%</td>
<td>Conversations, discussions, role-plays, presentations</td>
</tr>
<tr>
<td>Listening and Responding</td>
<td>25%</td>
<td>Comprehensions, videos, discussions, interviews</td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>40%</td>
<td>Reading comprehensions, questionnaires</td>
</tr>
<tr>
<td>Writing in French</td>
<td>15%</td>
<td>Diary entries, notes, e-mails, written observations, letters</td>
</tr>
</tbody>
</table>

The course is both rewarding and interesting. It opens doors to travel and meaningful intercultural experiences. However, it does require hard work and commitment and a desire to understand how languages operate. A large English vocabulary is an enormous asset for this course.
FRENCH EXTENSION
(HSC Only)

AIMS
The aim of Extension French is to enhance students’ knowledge and understanding of a range of issues in contemporary French society and texts, extending their ability to use and appreciate French as a medium for communication, creative thought and expression.

OBJECTIVES
Students will achieve the following objectives:
Objective 1 Present and discuss opinions, ideas and points of view in French
Objective 2 Evaluate, analyse and respond to texts that are in French and that reflect the culture of French-speaking communities.

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

PRESCRIPTIONS for FRENCH EXTENSION

Prescribed Issues

<table>
<thead>
<tr>
<th>The impact of social class</th>
<th>Issues of tolerance</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example:</td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td>• social inequality</td>
<td>• racism and prejudice</td>
<td></td>
</tr>
<tr>
<td>• importance of social standing for individuals and groups</td>
<td>• immigration</td>
<td></td>
</tr>
<tr>
<td>• acceptance/rejection of others</td>
<td>• stereotypes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• school</td>
<td></td>
</tr>
</tbody>
</table>

Prescribed Text – Film
The film “Neuilly sa mère”

EXPECTATIONS
Students must be doing French Continuers in Year 12. They must also be achieving high marks in that course. It is expected that students will be keen to participate in debate and discussion in French. This course also requires skills in textual analysis and the ability to think critically.

ASSESSMENT
BOSTES prescribes assessment in the following areas:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of written text that is in French</td>
<td>Objective 2</td>
</tr>
<tr>
<td>Response to written text</td>
<td>Objective 2</td>
</tr>
<tr>
<td>Writing skills</td>
<td>Objective 1</td>
</tr>
<tr>
<td>Speaking skills</td>
<td>Objective 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GEOGRAPHY

AIMS

The aim of Geography is to enable students to study the spatial and ecological dimensions of biophysical and human phenomena in a changing world.

OBJECTIVES

Through the study of Geography, students will develop knowledge and understanding of:

- The characteristics and spatial distribution of environments
- The processes that form and transform the features and patterns of the environment
- The global and local forces which impact on people, ecosystems, urban places and economic activity
- The contribution of a geographical perspective

COURSE REQUIREMENTS AND EXPECTATIONS

For the Preliminary course, students must complete 12 hours of fieldwork and the Senior Geography Project. For the HSC course, students must complete 12 hours of fieldwork.

In order to succeed in Geography students should have:

- An interest in contemporary issues
- An interest in the environment and how people live within the environment
- An awareness of basic global geography – people and places
- An ability to effectively express themselves in both essay and report form
- An ability to research issues using a range of tools
- An interest and willingness to learn how to interpret and use geographical data, maps, photos and statistics

COURSE CONTENT

Preliminary Course

Topic 1: Biophysical Interactions
- The biophysical environment
- Biophysical processes and issues
  - a case study investigating ONE issue in ONE of the biophysical components

Topic 2: Global Challenges
- Population Geography
- Students also choose TWO of the following FOUR options:
  Option 1 – Cultural Integration  Option 3 – Development Geography
  Option 2 – Political Geography  Option 4 – Natural Resource Use

Topic 3: Senior Geography Project
The focus of this study is the nature of geographical inquiry and its application to a practical research project
- Geographical inquiry
  - the nature and purpose of geographical inquiry
  - the use of primary data
  - the use of secondary data
  - the ethical responsibilities of conducting geographical inquiry
**HSC Course**

**Topic 1: Ecosystems at Risk**
- Ecosystems and their management
  - biophysical interactions which lead to diverse ecosystems and their functioning
  - vulnerability and resilience of ecosystems
  - the importance of ecosystem management and protection
  - evaluation of traditional and contemporary management strategies
- Case studies of ecosystems
  - TWO case studies of different ecosystems at risk to illustrate their unique characteristics
  - eg. coastal dunes, freshwater wetlands, inter-tidal wetlands, coral reefs, arid areas, alpine areas, rainforests, temperate forests

**Topic 2: Urban Places**
- World cities
  - the nature, character and spatial distribution
  - the role of world cities as powerful centres of economic and cultural authority
  - the operation of global networks
  - the relationships of dominance and dependence between world cities and other urban centres
- Mega cities
  - the nature, character and spatial distribution of mega cities in the developing world
  - the challenges of living in mega cities
  - the responses to these challenges
- Urban dynamics
  - the urban dynamics of change
  - a case study of the results of the urban dynamics in a large city selected from the developed world
  - a case study showing one of the urban dynamics operating in a country town or suburb

**Topic 3: People and Economic Activity**
- Global economic activity
  - a description of the nature, spatial patterns and future directions of ONE economic activity in a global context
  - factors explaining the nature, spatial patterns and future directions of the selected economic activity
  - the environmental, social and economic impacts of the economic activity such as pollution, resource depletion, labour exploitation, cultural integration, provision of infrastructure, job creation, transfer pricing
- Local case study
  - a geographical study of an economic enterprise operating at a local scale

**ASSESSMENT**

The major internal assessment task in Year 11 is a Senior Geography Project. This is researched and written up over the first two terms. Other assessment items over the two years include research and analysis of case studies, fieldwork studies, oral presentations, stimulus-based skills, essays, tests and internal examinations. The external HSC Examination will be a three hour written examination including multiple choice, short answers and extended response.
GERMAN BEGINNERS

AIMS
This course is designed for students who wish to begin their study of German at senior secondary level. It is intended to cater for students with no prior knowledge or experience of the German language.

German-speaking countries have emerged as strong international leaders in trade, commerce, culture, environmental protection and politics. Germany is one of Australia’s largest single trading partners. As well as being a significant world language in its own right, a knowledge of German allows a profound understanding of English – English being, at its core, a Germanic language.

The aim of the course is to enable students to reach a solid competency in basic, everyday German by the end of Year 12.

COURSE CONTENT
- The Personal World
  - Family life, home and neighbourhood
  - Education and work
  - Friends, recreation and pastimes
  - Holidays travel and tourism
  - Future plans and aspirations
- The German-speaking Communities and Their Culture
  - Daily life and lifestyles
  - Arts and entertainment

EXPECTATIONS
Students must have obtained above average results in both French and Latin in Years 7 and 8. Ideally, they should also be currently studying a foreign language although this is not a pre-requisite.

Learning a foreign language is hard work but, because of this, the rewards are great. Consistent and high-level diligence will be required.

ASSESSMENT
- Listening Comprehension  30%
- Reading Comprehension  30%
- Writing  20%
- Speaking  20%
HISTORY EXTENSION
(HSC Only)

AIMS
The aim of HSC History Extension is to enable students to evaluate the ideas and processes used by historians to produce history and to apply what they have learned to enquire into areas of historical interest with increasing independence. The course aims to analyse the philosophy of History rather than simply undertake a study of another ‘topic’. It is a one unit study, additional to the study of either HSC Ancient or Modern History, and can only be studied in Year 12.

OBJECTIVES
Through the study of HSC History Extension, students will:

Learn about
- Significant historiographical ideas and processes

Learn to
- Design, undertake and communicate historical inquiry

Appreciate
- The way history has been recorded over time
- The value of history for critical interpretation of the contemporary world
- The contribution of historical studies towards life-long learning.

COURSE REQUIREMENTS AND EXPECTATIONS
Students must have completed either Preliminary Ancient History or Preliminary Modern History to a very high standard. Students must continue with their study of Ancient or Modern History in their HSC year.

This course requires students to be self-motivated and able to work independently. They must have an interest in philosophy and the ability to argue about concepts and theories. This course is “issue-based” not ‘content-based’.

COURSE CONTENT
Part 1: What is History?
This part of the course analyses the philosophic underpinnings of the discipline of History. Students use historical debates from a case study on Elizabeth I and the Elizabethan Age, and a source book of historical readings to investigate the question 'What is History?', through the following key questions:
- Who are the historians?
- What are the aims and purposes of History?
- How has History been constructed and recorded over time?
- Why have the approaches to History changed over time?
Elizabeth I and the Elizabethan Age

Principal focus: students investigate the changing interpretations of the evidence relating to the personality and achievements of Elizabeth I.

Students examine the approaches to History and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- Constructions of Elizabeth’s identities and gender
- Political and administrative leadership
- Influences on, and changes to, English culture
- Religious beliefs and policies
- Influence on changes to English systems of government

Part II: History Project

Students learn historical skills of:

- Developing a proposal for a historical investigation
- Locating, selecting, analysing, synthesising and evaluating information from a range of historical sources
- Presenting research findings through a well-structured historical text
- Appropriate referencing
- Preparing a bibliography
- Reviewing key sources
- Reflecting on process and product

and apply the skills by designing and conducting their own historical investigation.

ASSESSMENT AND REPORTING

The History Project forms 40 out of the 50 marks of the internal Assessment of this subject - a substantial part of the one unit course. This mark comprises a proposal, a process log, a synopsis, the essay itself (2500 words) and a bibliography. The remaining 10 marks to complete the unit’s assessment are the Half-Yearly Examinations and the Trial HSC Examination.
HOSPITALITY

AIMS
The aim of this VET (Vocational Education & Training) course is to provide students with a range of skills and knowledge to enable them to be competent and suitable for employment in a variety of hospitality settings. This course also provides pathways for university and other tertiary study.

COURSE STRUCTURE
This course is a dual accredited course.
The two forms of accreditation possible are:

1. **HSC** – Students will sit the HSC exam in this subject and are eligible to receive an HSC in Hospitality (240hr course). The marks received can be used towards an ATAR.

2. **AQF Credential** – Depending on the achievement of units of competency, the possible qualification outcomes is a:

   *Statement of Attainment towards Certificate 2 in Hospitality (Code: SIT20213)*

COURSE CONTENT

Mandatory units
- Use hygienic practices for work safety
- Participate in safe work practices
- Work effectively with others
- Source and use information on the hospitality industry

Kitchen Operations and Cookery Stream
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Participate in safe food handling practices

Elective units – Commercial Cookery and Catering
- Prepare simple dishes
- Prepare sandwiches
- Produce appetisers and salads
- Produce vegetable, fruit, egg and farinaceous dishes
COURSE REQUIREMENTS AND EXPECTATIONS

Students will be required to purchase a full chef’s uniform, a basic toolkit and a basic food and beverage service uniform. A strong work ethic, high standards of personal hygiene and personal presentation and sound customer service and teamwork skills are required in order to successfully complete this course.

WORKPLACEMENT

As an integral part of the course, all students MUST spend a minimum of 70 HOURS undertaking closely supervised, structured industry training in an actual workplace setting. In Year 11, 35 hours (1 week) are completed with the remaining 35 hours completed during the early stages of the HSC course.

ASSESSMENT

VET courses are competency-based courses. This means that assessment is based on individual students being able to complete both practical and written activities to an acceptable industry standard as determined by the AQF (The Australian Qualifications Framework Advisory Board).

In order to achieve the required competencies in this course and thus be eligible for a Certificate II, students need to:

- Meet attendance and uniform requirements
- Complete the mandatory work placement hours
- Complete all written competency tasks to an acceptable standard
- Complete all practical competency tasks to an acceptable standard
- Complete 12 full service periods in an approved industry environment
- Meet all of the assessment requirements of each unit of competency (as laid out in the course outline)

In order to prepare students for the HSC examination, regular class testing will be undertaken as well as formal theory examinations.
INDUSTRIAL TECHNOLOGY
Only one Industry (Metal or Timber) may be selected

AIMS
Industrial Technology is designed to develop in students a knowledge and understanding of the Metal or Timber industry and its related technologies with an emphasis on design, management and production through practical applications.

OBJECTIVES
Students will develop:
- Knowledge and understanding of the selected industry and of manufacturing processes and techniques used by industry
- Knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment
- Competence in designing, managing and communicating within a relevant industry context
- Knowledge and skills in producing quality products
- Knowledge and skills in communication and information processing related to the industry focus area
- An appreciation of quality products and the principles of quality control
- An appreciation of the relationships between technology, the individual, society and the environment.

COURSE REQUIREMENTS AND EXPECTATIONS
The Preliminary course consists of practical work through a series of minor projects. This includes an introduction to processes, skills and practices relevant to the design, management, communication and construction of practical projects. An industry study of a local business is undertaken to provide a broad range of skills and knowledge related to the Metal or Timber industry studied.

The HSC course consists of the development, management and communication of a major practical project and folio that contributes to the development of knowledge, skills and understanding related to the Metal or Timber area of study.

Students who are able to plan, exhibit self-discipline, relate skills previously learned to other tasks, manage their time effectively and have previous experience with Stage 5 Technics/Industrial Technology will have an advantage when undertaking this course. Note: Students will need to be organised, be aware of Occupational Health and Safety issues and work within these guidelines while being considerate to fellow students. Good housekeeping will have to be practised when in workshops to create a safe and tidy environment.

COURSE CONTENT
Preliminary Course
Industry Study 15%
Study of the organisation and management of an individual business within the focus area, including:
- structural
- technical
- environmental
- sociological
- personnel
- OHS issues
Design 10%
Design and plan projects through the completion of associated folios
- elements and principles of design
- types of design
- quality
- influences affecting design

Management and Communication 20%
Manage work through the completion of a management folio linked to each project produced
- development of a number of practical projects
- development of management folios
- development of skills related to research, analysis and evaluation
- skills in managing projects
- documentation skills in the preparation, planning and presentation of a management folio
- skills in literacy through written reports, folio work
- skills in computer-based technologies
- numeracy skills related to sizing, costing, estimating, ordering and efficient resource usage
- graphical skills related to the project work
- knowledge and understanding of workplace safety and communication:
  - signage
  - OHS principles and requirements
  - personal protective equipment (PPE)
  - safe working practices
  - risk assessment

Production 40%
- developing knowledge and skills through the construction of a number of projects
- acquisition of relevant practical skills

Industry Related Manufacturing Technology 15%
- developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects

HSC Course
Industry Study 15%
Study of the organisation and management of the industry related to the focus area, including:
- structural
- technical
- environmental
- sociological
- personnel
- sectors within the industry
- legislation
- OHS issues
- career opportunities
- historical aspects
- sales and marketing
Major Project 60%
Design, Management and Communication
- application of design principles in the production of the Major Project:
  - design development
  - sketching and idea generation
  - prototyping, modelling and testing
  - production and working drawings
  - quality and ongoing evaluation
  - selection of appropriate materials, processes and other resources
- application of management and communication skills to produce a related folio justifying:
  - research
  - design
  - analysis
  - evaluation including selection of appropriate materials, components, processes and technologies
  - ICT
  - OHS
  - Presentation

Production
- applying knowledge and skills through the construction of a Major Project which reflects:
  - quality
  - evidence of a range of skills
  - degree of difficulty
  - links between planning and production
  - use of appropriate materials, components, processes and technologies
  - evidence of practical problem solving
  - OHS and safe work practices

Industry Related Manufacturing Technology 25%
- demonstrates knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project
- new/emerging technologies associated with the industry
LATIN

AIMS
The Latin Continuers Course builds on the detailed knowledge of the Latin language previously acquired, and provides students with access not only to the culture, thought and literature of Ancient Rome, but also to the continuing influence of Latin in European languages and culture. The study of Latin at this level helps students, inter alia, to develop techniques of literary analysis within the appropriate literary, social and historical contexts, and assists them to form habits of precision in thought and expression which will equip them to analyse problems and communicate ideas succinctly in their chosen field of employment.

COURSE CONTENT

Preliminary Course
The course content is based on original Latin texts, chosen to allow students to sample the significant literary genres in the canon of Classical writers, such as Caesar, Cicero, Catullus, Tacitus, Martial, Ovid, Pliny and Virgil.

HSC Course
The prescribed texts for the HSC course are Virgil's Aeneid, and selected speeches of Cicero, and Livy's History of Rome. Approximately 400 lines of each text will be selected for study, and the remainder of the book is to be read in English.

EXPECTATIONS
Students are expected to have completed Latin to Year 10. The course involves constant commitment to learning, practising and revising vocabulary and grammatical structures, and studying texts in detail.

ASSESSMENT - HSC Course

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation of extracts from the set texts</td>
<td>25%</td>
</tr>
<tr>
<td>Written versions and/or oral explanation of</td>
<td></td>
</tr>
<tr>
<td>translations</td>
<td></td>
</tr>
<tr>
<td>Identification, explanation and analysis of</td>
<td>15%</td>
</tr>
<tr>
<td>grammar in extracts from set texts</td>
<td></td>
</tr>
<tr>
<td>Identification, explanation and analysis: clause</td>
<td></td>
</tr>
<tr>
<td>analysis, short answers, multiple choice quizzes.</td>
<td></td>
</tr>
<tr>
<td>Commentary on Latin prescriptions, including</td>
<td>25%</td>
</tr>
<tr>
<td>scansion of verse</td>
<td></td>
</tr>
<tr>
<td>Discussion, oral presentation, quizzes, report</td>
<td></td>
</tr>
<tr>
<td>writing, debate, research.</td>
<td></td>
</tr>
<tr>
<td>Commentary on prescribed English translation</td>
<td>35%</td>
</tr>
<tr>
<td>and unseen translation</td>
<td></td>
</tr>
<tr>
<td>Discussion, oral presentation, report writing,</td>
<td></td>
</tr>
<tr>
<td>debate, research.</td>
<td></td>
</tr>
</tbody>
</table>
MATHEMATICS AND MATHEMATICS EXTENSION 1

AIMS

Kinross Wolaroi School offers the 2 unit and Extension 1 courses to give students an understanding of, and competence in, Mathematics that furthers their knowledge gained in stage 5. These courses will also enable the student to see Mathematics used in real world situations.

BOSTES recommends the Mathematics (‘2 Unit’) course as the most appropriate basis for further studies in mathematics in tertiary courses such as in the life sciences, business, finance, technology and education. For students who require substantial mathematics at a tertiary level, BOSTES recommends that they undertake one or both of the Stage 6 Mathematics Extension courses.

The Mathematics Extension 1 course provides students with the opportunity to develop thorough understanding and competence in aspects of mathematics for further studies in mathematics itself, and in such areas as physics, chemistry, engineering, statistics, and computer science.

Students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course. This course provides a strong basis for a wide range of useful applications of mathematics, as well as a strong foundation for the further specialised study of the subject.

OBJECTIVES

Specific objectives of the course are:

- To give an understanding of important mathematical ideas such as variable, function, limit, etc and to introduce students to mathematical techniques which are relevant to the real world;
- To understand the need to prove results, to appreciate the role of deductive reasoning in establishing such proofs, and to develop the ability to construct these proofs;
- To enhance those mathematical skills required for further studies in Mathematics, the physical sciences and the technological sciences.

For achievement of these objectives, the following points are important:

- Understanding of the basic ideas and precise use of language will be emphasised;
- A clear distinction will be made between results which are proved, and results which are merely stated or made plausible;
- Where proofs are given, they will be carefully developed, with emphasis on the deductive processes used;
- Attaining competence in mathematical skills and techniques requires many examples, given as teaching illustrations and as exercises to be undertaken independently by the students;
- Students will be given the opportunity to apply Mathematics to problems drawn from real life situations. Realistic problems will follow the attainment of skills, and techniques of problem solving will be continually developed.

COURSE REQUIREMENTS AND EXPECTATIONS

Both these courses are ‘Algebra based’. Unless students have enjoyed and succeeded in the Algebra components of Mathematics Stage 5.2 or Mathematics Stage 5.3, they will not find these courses easy to manage.

Furthermore, the Mathematics Extension 1 course is very challenging. Students will need to get advice from their teachers before nominating to study this course.
COURSE CONTENT

Mathematics

Preliminary Course
- Basic Arithmetic and Algebra
- Real Functions
- Trigonometric Ratios
- Linear Functions
- The Quadratic Polynomial and the Parabola
- Plane Geometry
- Tangent to a curve and the Derivative Function

HSC Course
- Coordinate methods in Geometry
- Applications of Geometrical Properties
- Geometrical Applications of Differentiation
- Integration
- Trigonometric Functions
- Logarithmic and Exponential Functions
- Applications of Calculus to the Physical World
- Probability
- Series and Series Applications

Mathematics Extension 1

Preliminary Course
- Other Inequalities
- Circle Geometry
- Further Trigonometry
- Angles between two lines
- Internal and External Division of a line
- Parametric Representation
- Permutations and Combinations
- Polynomials
- Harder Applications of the Preliminary 2 unit course

HSC Course
- Methods of Integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- Equation \( \frac{dN}{dt} = k(N - P) \)
- Velocity and Acceleration as a function of \( x \)
- Projectile Motion
- Simple Harmonic Motion
- Inverse Functions
- Induction
- Binomial Theorem
- Further Probability
- Iterative methods for finding roots
- Harder applications of HSC 2 unit

ASSESSMENT

The Program gives a variety of assessment options for teachers to use.
MATHEMATICS EXTENSION 2
(HSC Only)

AIMS
The aim of Kinross Wolaroi School is to present the Extension 2 Mathematics Course as a living art which is intellectually exciting, aesthetically satisfying, and relevant to a great variety of practical situations.

This course provides a strong basis for a wide range of useful applications of mathematics, as well as a strong foundation for the further specialised study of the subject.

Specific aims of the course are:
- To offer a program that will be of interest and value to students with the highest levels of mathematical ability in Year 12 of the Higher School Certificate and which will present some challenge to such students.
- To study useful and important mathematical ideas and techniques appropriate to these levels of ability.
- To develop both an understanding of these ideas and techniques and an ability to apply them to the study and solution of a wide variety of problems.
- To provide the mathematical background necessary for further studies in Mathematics, and useful for concurrent study of subjects such as science and economics-based subjects.

OBJECTIVES
The objectives of this syllabus are addressed through eight topics:
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder 3 Unit topics.

Students will be introduced to the following in the teaching of the above 8 topics:
- Practical applications of the theory
- Proofs
- Problem solving
- Use of calculators and specialised computer applications
- Practical experiments.

ASSESSMENT
The Program gives a variety of assessment options for teachers to use.
MATHEMATICS GENERAL

AIMS
General Mathematics is designed to promote the development of skills, knowledge and understanding in areas of Mathematics that have direct application to the broad range of human activity. Students will learn to use a wide range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

The Preliminary Mathematics General course and the HSC Mathematics General 2 and General 1 courses provide students with the opportunity to develop appropriate understanding and competence in aspects of mathematics for a range of vocational pathways, in careers or in further training.

Study of the HSC Mathematics General 2 course can provide students with a strong foundation for university courses in the humanities, nursing and paramedical sciences. At Kinross Wolaroi School we currently only offer General Mathematics 2 at HSC level.

OBJECTIVES
Students will develop:
- Appreciation of the relevance of Mathematics
- The ability to apply mathematical skills and techniques to interpret practical situations
- The ability to communicate Mathematics in written and/or verbal form
- Skills, knowledge and understanding in
  - Financial Mathematics
  - Data analysis
  - Measurement
  - Probability
  - Algebraic Modelling

COURSE REQUIREMENTS AND EXPECTATIONS
Any formulae that have been required in the Mathematics Stage 4 (Years 7 and 8) Syllabus and the Stage 5 (Years 9 and 10) Standard course are considered to be assumed knowledge. These include formulae for: Pythagoras’ Theorem; perimeter; circumference of a circle; the area of a rectangle, triangle, circle, parallelogram, trapezium and rhombus; volume of a right prism. Students are not required to learn other formulae that are introduced or referred to in this syllabus. A list of formulae will be provided in the HSC Examination.

The key competencies of collecting, analysing and organising information and communicating ideas and information, reflect core processes of statistical inquiry are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to engage with applications and modelling tasks, and through this, the key competencies planning and organising activities and working with others and in teams are developed. At all levels of this course, students are developing the key competency using mathematical ideas and techniques. Through the advice provided on the selection and use of appropriate technology, students can develop the key competency of using technology. Finally, students’ continual involvement with seeking solutions to problems, both large and small, contributes toward their development of the key competency solving problems.

ASSESSMENT
The program gives a variety of assessment options for teachers to use.
MODERN HISTORY

AIMS
Modern History Stage 6 is designed to enable students to acquire knowledge and understanding of our world and those that live in it, the skills of critical analysis, and values and attitudes essential to an appreciation of forces that have shaped our modern world; to develop a lifelong interest in the study of History; and to prepare them for informed and active citizenship in the contemporary world.

OBJECTIVES
Students will develop knowledge and understanding about:
• Key features, issues, individuals and events from the mid-nineteenth century to the present
• Change and continuity over time

Students will develop skills to:
• Undertake the process of historical inquiry
• Communicate an understanding of history
• Analyse information presented to them

Students will develop responsible values and attitudes about:
• Informed and active citizenship
• A just society
• The influence of the past on the present and the future
• The contribution of historical studies to lifelong learning

COURSE REQUIREMENTS AND EXPECTATIONS
For successful study of this subject, students have to have an interest in politics, economics and sociology, as the course is primarily a study of war and revolution, and the causes and consequences of these world-changing events. Students need to be committed to reading beyond the text book as there is an expectation that as well as historical detail – facts, figures, dates, timelines being committed to memory, that students come to terms with historical debates and arguments by different historians. Also, being an essay writing subject (culminating in a three hour written examination at the end of Year 12); students’ writing skills need to be reasonably competent.

Preliminary Course

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

Part II: Historical Investigation
The historical investigation is designed to provide opportunities for the students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.

Part III: Core Study: The World at the beginning of the Twentieth Century
This study will include an analysis of the causes of World War I and a focus on imperialism, nationalism and technological changes and the decline of dynastic authority owing to factors such as distribution of wealth and power between countries, between classes and between men and women.
HSC Course

PART I: Core Study: World War I - 1914 -1919: A Source-based Study

PART II: ONE National Study
- students investigate key features and issues in the history of a country during a specific period of the twentieth century.

PART III: ONE Personality in the Twentieth Century
- students gain an understanding of the role of an individual in a period of national or international history.

PART IV: ONE International Study in Peace and Conflict
- Students investigate key features and issues in the history of a conflict.

ASSESSMENT AND REPORTING

A variety of Assessment tasks are used to measure student performance. In Year 11 these include essay writing, research, oral presentations, source analysis and examination and test items. In Year 12 the Board of Studies has determined that Assessment will comprise a 10% oral presentation, research tasks will total 25%, source analysis 20% and examination/test items will total 40% of the final mark.
MUSIC COURSE 1

AIM

The aim of Music 1 is to provide students with the opportunity to acquire knowledge, skills and experiences and to emerge as musically sensitive and capable individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

Music notation skills are not a necessity, but students are expected to perform on their primary instrument or sing as a soloist and/or in an ensemble. This course is heavily focused on performance and listening skills.

OBJECTIVES

- To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts
- To develop the skills to evaluate music critically
- To develop an understanding of the impact of technology on music
- To develop personal values about music

COURSE STRUCTURE

Students 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.

LEARNING EXPERIENCES

The learning experiences through which students understand music are performance, composition, musicology and aural.

Students develop musically through the integration of these learning experiences. These may include:

- playing
- organising
- observing
- singing
- listening
- analysing
- moving
- creating
- discriminating
- improvising
- recording
- evaluating
- discussing
- experimenting
- manipulating
- innovating
- responding

CONTEXTS

The following topics are available for study. Topics are chosen to cater for student needs and interest. Students must perform pieces that represent the topics studied in class and must present at least 1 piece by an Australian composer. Topics available for study:

- Australian Music
- Jazz
- Popular Music
- Medieval Music
- Baroque Music
- Rock Music
- Theatre Music
- Music and Religion
- Music and the Related Arts
- Music for Large Ensembles
- Music for Small Ensembles
- Music in Education
- Music of a Culture
- Music of 18th Century
- Music of 19th Century
- Music of 20th and 21st Centuries
- Renaissance Music
- Technology and its Influence on Music
- An Instrument and its Repertoire
- Methods of Notating Music
- Music for Radio, Television and Multimedia
PERFORMANCE  (Performance refers to participation in any form of practical music making.)

The development of performance skills is fostered by providing extensive performance opportunities in a variety of media, styles and genres according to individual needs, interests and abilities. These are explored through the contexts.

Students will have experiences in performing:
- solo and as part of an ensemble
- music of various genres, periods and styles
- music representative of the contexts studied
- compositions, arrangements and improvisations
- with different types of technology.

COMPOSITION  (Composition refers to the organisation of sounds.)

The development of knowledge and skills in composing results from continued involvement in a wide range of experiences in class activities. This includes such activities as providing melodic and non-melodic ostinato patterns to songs, adding a bass line to a song, improvising, creating variations on existing melodies or rhythms. Students are able to utilise the dedicated Music Computer Lab where they compose music using a variety of music software programs.

Students have experiences in:
- experimenting
- improvising
- arranging
- structuring
- notating
- using different types of technology.

MUSICOLOGY  (Musicology refers to the study of musical styles and genres from a number of perspectives. These include the historical, the sociological, the notational and the analytical.)

Students will have experiences in:
- identifying and commenting on the musical concepts
- analysing
- collecting information
- using different types of technology
- investigating some of the cultural contexts of music.

AURAL  (Aural refers to the ability to discriminate between sounds and to make judgements about their use in a wide range of musical styles, periods and genres.)

Aural is an integral part of all activities associated with Performance, Composition and Musicology. Students are exposed to a wide range of styles, periods and genres in their listening experiences.

ASSESSMENT

Summary of external HSC assessment

<table>
<thead>
<tr>
<th>External examination</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Core Aural Written Examination</td>
<td>30%</td>
</tr>
<tr>
<td>Electives: Any combination* of:</td>
<td></td>
</tr>
<tr>
<td>• Performance</td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
</tr>
<tr>
<td>• Musicology</td>
<td>60%</td>
</tr>
</tbody>
</table>

*Most students choose 3 performance electives
MUSIC COURSE 2

Prerequisite: This course requires the student to undertake lessons on their primary instrument and to be at a minimum level of approximately 5th to 6th grade performance. Students are required to be able to read and write traditional music notation.

AIM

The aim of Music 2 is to provide students with the opportunity to build on their musical knowledge and skills, and to emerge as musically sensitive and critical individuals with the capacity and desire for music to play a significant and continually developing role in their lives.

OBJECTIVES

Students will gain understanding of the musical concepts through the integration of experiences in performance, composition, musicology and aural. The objectives of Music 2 are:

- to continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through performance, composition, musicology and aural activities
- to develop the ability to synthesise ideas and evaluate music critically
- to develop an awareness and understanding of the impact of technology on music
- to develop personal values about music.

CONTEXTS

The contexts of music (styles, periods and genres) will be studied through specific topics. Contexts are chosen according to student needs and interest.

Preliminary Course, students study “Music from 1600 to 1900” (mandatory topic) and ONE additional topic from the list below:

- Australian Music
- Music of a Culture
- Medieval Music
- Renaissance Music
- Music 1900–1945
- Music 1945 to Music 25 years ago.

HSC Course, students study “Music of the Last 25 Years (Australian Focus)” (mandatory topic) and ONE additional topic from the list below that must be different from the topic studied in the Preliminary Course:

- Music of a culture
- Medieval Music
- Renaissance Music
- Baroque Music
- Classical Music
- Music in the 19th Century
- Music 1900–1945
- Music 1945 to Music 25 years ago.

ASSESSMENT

Summary of external HSC assessment

<table>
<thead>
<tr>
<th>External examination</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination – Musicology and Aural Skills Four questions</td>
<td>35%</td>
</tr>
<tr>
<td>Practical examination (15 marks) Sight-singing (5 marks)</td>
<td>20%</td>
</tr>
<tr>
<td>Core Composition</td>
<td>15%</td>
</tr>
<tr>
<td>Elective: Performance, Composition or Musicology</td>
<td>30%</td>
</tr>
</tbody>
</table>
MUSIC EXTENSION
(HSC Only)

Prerequisite: This course is for Music 2 students and requires the student to undertake lessons on their primary instrument and to be in a position to specialise in Performance, Composition or Musicology. A Composition specialist must be able to read and write traditional music notation at a high level.

AIM
The aim of the Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists.

OBJECTIVE
Students have the opportunity to pursue excellence in a particular area of interest and expertise in the contexts of their choosing in order to:
• refine knowledge and skills associated with performance, composition or musicology
• expand critical aural knowledge and skills in all musical experiences.

COURSE STRUCTURE
As an extension of studies in Music 2, students will develop and expand aural awareness and understanding through their specialisation in Performance or Composition or Musicology. Each student follows an individual programme of study that is negotiated between the teacher and student.

CONTENT
Students in Music Extension will develop a deeper understanding of the characteristics of musical styles, periods and genres through their specialisation in Performance, Composition or Musicology.

Performance
• high level technical and interpretive skill
• solo/group performances and presentations
• ensemble direction
• refinement of the skill of critical appraisal of own performances
• refinement of the skill of critical appraisal of the performance of others
• program development
• an increasing understanding of musical style
• concert practice and management.

Composition
• establishing a convincing personal musical style
• sophisticated and constructive critical appraisals of own compositions and the compositions of others
• refining the skill of analysing the works of other composers through the use of musical concepts
• ensemble direction in the performance of own compositions
• discussion of ideas that have led to the development of a composition
• compiling a composition portfolio
**Musicology**

- refining research skills
- refining transcription and notation skills
- refining the skill of analysing works through the use of musical concepts
- refining the skill of critical appraisal of own writing and the writing of others
- an increasing understanding of style
- an increasing understanding of cultural context
- refining essay writing skills (ie stating an hypothesis, development of hypothesis supported by musical evidence, reaching a conclusion)
- refining evaluation skills compiling a musicology portfolio.

**HSC EXAMINATION SPECIFICATIONS**

**Performance (50 marks)**
Performance students present 3 pieces for performance with a maximum time limit of 20 minutes. 20 marks are allocated to an ensemble piece and the remaining 30 marks are allocated to the other 2 contrasting solo pieces.

**OR Composition (50 marks)**
Candidates compose and submit two original contrasting pieces or movements. The maximum combined length of the two pieces or movements must be 6 minutes. Students prepare a composition portfolio in which they record the progress of their compositions and their research and ideas during the composition process. The portfolio is assessed within the school assessment.

**OR Musicology (50 marks)**
Candidates will prepare and submit an essay of approximately 3000 words. Students prepare a musicology portfolio in which they record the progress of their essay and musicological explorations made along the way. The portfolio is assessed within the school assessment.
PERSONAL DEVELOPMENT,
HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

AIMS

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

OBJECTIVES

Through the study of PDHPE students will develop:

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

COURSE REQUIREMENTS AND EXPECTATIONS

For successful study of this subject, students have to have an interest in health and physical education concepts. Students need to be committed to reading beyond the text book as there is an expectation that as well as learning medical, anatomical and physiological detail, students will engage in research and debates to develop an understanding of current social, political and environmental issues relating to the health status of Australians.

Study of PDHPE is advantaged by a consistent work ethic, a desire to engage in active learning and a capacity to work constructively with peers.
COURSE CONTENT

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

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

Preliminary Course

Core Strands (60% total)
- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options (40% total)
Select two of the following options:
- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC Course

Core Strands (60% total)
- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options (40% total)
Select two of the following options:
- The Health of Young People (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)
- Sport and Physical Activity in Australian Society (20%)

ASSESSMENT

Student assessment is balanced between knowledge and understanding outcomes and course content and skills outcomes and content. Assessment tasks have specific marking criteria so that students can learn from their experiences and make progress.

Internal assessment methods may include the following:
- examinations
- class essays
- critical reviews
- debates
- diary/learning log
- oral reports
- written reports
- excursion reports
- internet research assignments
- laboratory reports
- library research projects
- oral presentations
- practical participation & performances
- research reports
- skills checklists
- excursions, field trips, surveys

The external HSC Examination will be a three hour written examination including multiple choice, short answer and extended response questions.
PHYSICS

AIMS
Physics Stage 6 aims to provide learning experiences through which students will:

- Acquire knowledge and understanding about fundamental concepts related to natural phenomena and their causes, the historical development of these concepts and their application to personal, social, economic, technological and environmental situations
- Progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised Physics terms; from the collection and organisation of information to problem-solving; and from the use of simple communication skills to those that are more sophisticated
- Develop positive attitudes towards the study of natural phenomena and their causes and opinions held by others, recognising the importance of evidence and the use of critical evaluation of differing scientific opinions related to various aspects of Physics

OBJECTIVES
Students will develop knowledge and understanding of:

- The history of Physics
- The nature and practice of Physics
- Applications and uses of Physics
- The implications of Physics for society and the environment
- Current issues, research and developments in Physics
- Kinematics and dynamics
- Energy
- Waves
- Fields
- Matter

Students will develop further skills in:

- Planning investigations
- Conducting investigations
- Communicating information and understanding
- Developing scientific thinking and problem-solving techniques
- Working individually and in teams

Students will develop positive values about and attitudes towards:

- Themselves, others, learning as a lifelong process, Physics and the environment

COURSE REQUIREMENTS AND EXPECTATIONS
For the Preliminary course:

- The content in each module must be addressed over the course
- Experiences over the course must cover the scope of each skill listed in Section 8.1 of the syllabus
- Practical experiences should occupy a minimum of 45 indicative hours of course time
- At least one open-ended investigation integrating the skills and knowledge and understanding outcomes is required
For the HSC course:

- The content in each module of the core and one elective must be addressed over the course
- Experiences over the course must cover the scope of each skill listed in Section 9.1 of the syllabus
- Practical experiences should occupy a minimum of 35 indicative hours of course time
- At least one open-ended investigation integrating the skills and knowledge and understanding outcomes is required

Students who elect to study Physics will invariably succeed if they have the following attributes –

- Mathematical fluency, particularly with regard to manipulating equations to suit a given problem
- A consistent work ethic
- Clear, concise written expression
- A desire to engage in active learning
- A capacity to work cohesively with their peers

Physics is a difficult subject and students wishing to study it who are not in one of the top two Year 10 Science classes should seek advice.

COURSE CONTENT

The Preliminary course incorporates the study of:

- The World Communicates (30 indicative hours)
- Electrical Energy in the Home (30 indicative hours)
- Moving About (30 indicative hours)
- The Cosmic Engine (30 indicative hours)

The HSC course incorporates the study of:

The core, which includes:

- Space (30 indicative hours)
- Motors and Generators (30 indicative hours)
- From Ideas to Implementation (30 indicative hours)

Options, which constitute 30 indicative hours and include any one of the following:

- GeoPhysics
- Medical Physics
- AstroPhysics
- From Quanta to Quarks
- The Age of Silicon

ASSESSMENT

A variety of assessment forms are utilised to assess the progress of students. Practical skills and analysis of data are assessed through first and second-hand investigations. Research tasks assess information gathering, comprehension and presentation skills. Examinations comprise no more than 50% of the total assessment. Students will receive useful feedback on marked items of non-assessable and assessable work. Assessment tasks have specific marking criteria so that students can learn from these experiences and make suitable progress. Reports will provide constructive criticism as well as give students a clear picture of how they have performed relative to their cohort in Physics.
SENIOR SCIENCE

Important Advice
In the Preliminary course students can elect to undertake either Preliminary Senior Science or one or more of the Preliminary Biology, Chemistry, Earth and Environmental Science or Physics courses. For the HSC course, students who have completed the Biology, Chemistry, Earth and Environmental Science or Physics Preliminary course but do not wish to continue on to the HSC course, can elect to undertake the Senior Science HSC course.

AIMS
To provide learning experiences through which students will:

- acquire knowledge and understanding about fundamental concepts related to the nature and functioning of physical, chemical, geological and biological systems, the historical development of these concepts and their application in personal, social, economic, technological and environmental situations
- progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised scientific terms; from the collection and organisation of information to problem-solving and from the use of simple communication skills to those that are more sophisticated
- develop positive attitudes towards the study of physical, chemical, geological and biological systems, the environment and opinions held by others, recognising the importance of evidence and the use of critical evaluation of differing scientific opinions related to various aspects of science.

OBJECTIVES
Students will develop knowledge and understanding of:

- the history of science
- the nature and practice of science
- applications and uses of science
- the implications of science for society and the environment
- current issues, research and developments in science
- the resources of the Earth
- internal and external environments
- chemical changes
- organs and systems of the body
- energy.

Students will develop further skills in:

- planning investigations
- conducting investigations
- communicating information and understanding
- developing scientific thinking and problem-solving techniques
- working individually and in teams.

Students will develop positive values about and attitudes towards:

- themselves, others, learning as a lifelong process, science and the environment.
COURSE REQUIREMENTS AND EXPECTATIONS

For the Preliminary Course:

- Practical experiences are a component of this course and should occupy a minimum of 45 hours
- At least one open-ended investigation, integrating skills and knowledge outcomes, is required.

For the HSC Course:

- Practical experiences are a component of this course and should occupy a minimum of 35 hours
- At least one open-ended investigation, integrating skills and knowledge outcomes, is required
- The HSC course consists of core and options organised into a number of modules.

Students who elect to do this course should appreciate the interdisciplinary nature of Science and be keen to undertake a course which has tremendous variety of content. Students need to see this course as a valid alternative to studying one of the other HSC Science courses. This course should not to be seen as an easy option within the range of Science offerings. Students who favour humanities may find value in doing only one course of study in the Sciences and this may be an attractive option for them.

COURSE CONTENT

The Preliminary course incorporates the study of:

- Water for Living (30 indicative hours)
- Plants (30 indicative hours)
- Humans at Work (30 indicative hours)
- The Local Environment (30 indicative hours).

The HSC course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course.

The HSC course incorporates the study of:

(a) the core, which constitutes 90 indicative hours and includes:

- Lifestyle Chemistry (30 indicative hours)
- Medical Technology – Bionics (30 indicative hours)
- Information Systems (30 indicative hours)

(b) the option constitutes 30 indicative hours and may comprise any ONE of the following:

- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science.

ASSESSMENT

There are four or five tasks matched specifically to the HSC course. These tasks are designed to research information, process data from practical investigations and secondary sources, as well as assess the use of laboratory techniques to conduct first-hand investigations. There will be two examinations in the HSC course which will mimic the style and content of the paper in the HSC examination.

Students will have the opportunity to receive feedback on marked items of non-assessable and assessable work. Assessment tasks have specific marking criteria so that students can learn from these experiences and make suitable progress. Reports will provide constructive criticism as well as give students a clear picture of how they have performed relative to their cohort in Senior Science.
SOFTWARE DESIGN AND DEVELOPMENT

Students interested in the fields of software development and computer science will find this subject of value as will students interested in other fields of study. As more and more jobs and careers use IT, it is increasingly important for students to not necessarily be programmers, but to be able to work confidently with computer-based technologies, adapt to change and implement problem-solving skills. As such, this subject is not only for those who seek further study or careers in this field, but also for those who wish to improve their understanding of Information Technology and develop strong problem-solving and project management skills.

Students do not need prior experience in computing studies to study this course. There is a strong focus on developing practical skills through project-based learning. The course is structured 60% practical 40% theory, approximately.

AIM

Software Design and Development provides students with a systematic approach to problem-solving and an opportunity to explore their creative interests. Software development is a challenging and unique field within the Computing discipline.

COURSE CONTENT

Preliminary Course

- Concepts and Issues in the Design and Development of Software (30%)
- Introduction to Software Development (50%)
- Developing Software Solutions (20%)

HSC Course

- Development and Impact of Software Solutions (15%)
- Software Development Cycle (40%)
- Developing a Software Package (25%)

Option Topics (20%) – choose either

Evolutions of Programming Languages OR The Software Developer’s View of Hardware

COURSE REQUIREMENTS AND EXPECTATIONS

Students should be able to effectively:

- Collect, analyse and organise information and data through thorough planning
- Communicate ideas and information to allow the understanding of the problem to be solved and ensure that the proposed solution meets the users’ needs
- Use appropriate documentation methods to allow the tracking of the progress of all major projects undertaken.
- Work within an individual and a team environment to develop and analyse software problems and issues
- Plan and organise activities within a specified time frame
- Use mathematical ideas and techniques to allow the logical approach to the solving of a problem so that algorithms can be developed and appropriate decisions regarding data structures can be made
- Select and use appropriate software and hardware technologies to allow the effective solving of problems and the production of a software solution
Personal attributes which should ensure success in this course:

- Self-motivated
- Independent worker
- A complex and logical thinker
- An interest in application programs

**ASSESSMENT**

The types of assessment that will be used include:

- Unit Tests, Written Projects and Research Activities.
- Half Yearly and Yearly Examinations
- Project work: Two Major Individual Programming Projects are undertaken.
- (One in the Year 11 Preliminary Course and one in the Year 12 HSC Course)
- Practical work throughout the unit.

In the Preliminary and HSC Courses there are compulsory programming projects that will be undertaken. Both the Preliminary and HSC projects consolidate both the theory and practical aspects of the course and provide students with a final product, which they and others can use in everyday situations.
SPORT, LIFESTYLE AND RECREATION
1 unit Content Endorsed Course
(Available only in Year 11)

AIMS
The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. Participation in a range of leadership activities and the opportunity to attain a range of relevant accreditations are embedded in the course.

OBJECTIVES
Through the study of Sport, Lifestyle and Recreation students will develop:

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

COURSE REQUIREMENTS
This course is offered as a 1 unit Preliminary Course (Year 11) only. 60 indicative hours are required to complete this course, with three modules studied from a range of choices.

COURSE EXPECTATIONS
For optimal involvement in this subject, students need to have an interest in health and physical education concepts. Students need to be prepared to participate in a wide range of practical activities and learning experiences.

COURSE CONTENT
The modules that may be studied in Sport, Lifestyle and Recreation are:

- First Aid and Sports Injuries (RLSSA Senior First Aid Certificate)
- Sports Coaching and Training (Australian Sports Commission NCAS Level 1 Coaching Principles Certificate)
- Aquatics (RLSSA Bronze Medallion or Bronze Star)
- Sports Administration
- Resistance Training
- Games and Sports Applications

Students may study both PDHPE and SLR as the modules selected for study in SLR do not duplicate PDHPE modules. Module selection each year is based on the interest and ability of the cohort.

ASSESSMENT
Student assessment is balanced between

- Knowledge and understanding outcomes and course content (50%) and
- Skills outcomes and content (50%).

Assessment methods may include the following:

- Examinations
- Class essays
- Critical reviews
- Debates
- Diary/learning log
- Oral reports
- Written reports
- Excursion reports
- Internet research assignments
- Library research projects
- Practical participation & performances
- Skills checklists
- Excursions, field trips, surveys

There is no external examination of students in Stage 6 Content Endorsed Courses.
STUDIES OF RELIGION I AND II

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

OBJECTIVES
Students will develop knowledge and understanding about:
- The nature of religion and belief systems in local and global contexts
- The influence and expression of religion and belief systems in Australia
- Religious traditions and their adherents

Students will develop skills relating to:
- Effective gathering, analysing and synthesising of information about religion
- Effective evaluation and application of findings from research about religion
- Communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts.

Students will value and appreciate:
- Ethical and socially responsible behaviours which are brought about through empathy for, and acceptance, of religious diversity
- Fundamental rights of religious believers, rules and laws that promote fairness, justice and equality in society.

COURSE REQUIREMENTS
Studies of Religion I (a 1 unit course over two years) and Studies of Religion II (a 2 unit course over two years)

COURSE CONTENT

### Preliminary (Year 11)
1 unit and 2 unit
- Nature of religion and beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2

2 unit only
- Religious Tradition Study 3
- Religions of Ancient origins
- Religion in Australia up to 1945

### HSC course (Year 12)
1 unit and 2 unit
- Religion and Multi-faith Australia after 1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2

2 unit only
- Religious Tradition Depth Study 3
- Religion and Peace
- Religion and Non-religion

Note: For this course, Religious Traditions are considered to be the five major Religions of Buddhism, Christianity, Hinduism, Islam and Judaism.

ASSESSMENT
Tasks for Internal assessment include oral presentations, research, examinations and stimulus-based assessments. The HSC External examination will consist of objective response questions, short answer questions, essays and extended response.
TEXTILES AND DESIGN

AIMS
Textiles and Design Stage 6 is designed to enable students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

OBJECTIVES
Students will develop:
- Knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications
- Practical skills in design and manipulation of textiles through the use of appropriate technologies
- The ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items
- Skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses
- Knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries
- An appreciation of the significance of textiles in society

COURSE CONTENT

Preliminary Course

Area of Study: Design (40%)
Studies in design allow students to develop knowledge and understanding of the functional aesthetics of design applied to a variety of textile materials, methods, techniques and end-uses. Practical design investigations, experiments and product manufacturing activities contribute to the development of a student’s need to become discriminating individuals and consumers.
- Elements and principles of design
- Types of design
- Communication techniques
- Manufacturing methods
- Preliminary Textile Project 1. This focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and the project, and management of time and resources

Area of Study: Properties and Performance of Textiles (50%)
For students to understand and appreciate the properties and end-uses of textiles, a knowledge of fabrics, yarns and fibres is required. Experimentation with a range of fabrics will give students the opportunity to select appropriate fabrics for a textile item.
- Fabric, yarn and fibre structure
- Types, classification and identification of fabrics, yarns and fibres
- Fabric, yarns and fibre properties
- Preliminary Textile Project 2. This focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information

Area of Study: Australian Textile, Clothing, Footwear and Allied Industries (10%)
Studies in this area will enable students to develop an understanding of the factors affecting the selection and quality of textile products from a local and global perspective. The changing nature of career options is investigated.
- Industry overview – past, present, future
- Quality and value of textiles
Through the Preliminary Textile Projects and the documentation that supports project development, students should be involved in initiating activities, planning procedures, experimenting, collecting data, communicating, formulating conclusions and evaluating ideas that they can substantiate with factual evidence.

In the Preliminary course, students will also undertake practical applications related to content being addressed. Examples of these may include experimental work, development of manufacturing skills, graphical, communication and sketching skills.

**HSC Course**

**Area of Study: Design (40%)**
Studies in this area will enable students to develop an understanding and appreciation of the influences of historical, cultural and contemporary aspects of design in society.

- Historical design development
- Fabric decoration
- Influence of culture on design
- Contemporary designers

**Area of Study: Australian Textile, Clothing, Footwear and Allied Industries (10%)**
Studies in this area will enable students to make decisions about factors affecting the producer, manufacturer, retailer and consumer.

- Appropriate textile technology and environmental sustainability
- Current issues
- Marketplace

**Area of Study: Properties and Performance of Textiles (50%)**
This area of study allows students to develop knowledge and understanding of scientific and technological developments. A critical approach towards the effects of innovations and emerging technologies is a major area of study.

- End-use applications
- Innovations and emerging textile technologies

**Major Textiles Project**
Students will undertake a Major Textiles Project worth 50% of the HSC mark. The project focus is selected from ONE of the following areas:

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

The Major Textiles Project has TWO components:

1. **Supporting documentation:**
   - design inspiration
   - visual design concept development
   - project manufacture specification
   - investigation, experimentation and evaluation

2. **Textile item(s):**
   - Student’s projects must be of a scale that fits into specific packaging requirements.
VISUAL ARTS

AIMS

Students will develop knowledge, skills and understanding of how they represent their interpretations of the world in artmaking as an informed point of view. Students will also investigate a broad range of artists, designers and crafts to enable their development of art criticism and art history.

The students Body of Work for the Higher School Certificate may explore drawing, painting, printmaking, photography, digital media, textiles and fibre, wearables, film, sculpture and performance works.

COURSE CONTENT

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td><strong>CONTENT</strong></td>
</tr>
<tr>
<td>Practice</td>
<td>Conceptual Framework</td>
</tr>
<tr>
<td>Art Criticism</td>
<td>World</td>
</tr>
<tr>
<td>Art History</td>
<td>Art work</td>
</tr>
<tr>
<td>Audience</td>
<td>Artist</td>
</tr>
<tr>
<td>Subjective</td>
<td>Cultural</td>
</tr>
<tr>
<td>Structural</td>
<td>Post modern</td>
</tr>
<tr>
<td>FRAMES</td>
<td>Frames</td>
</tr>
</tbody>
</table>

**Course Requirements**

A focus on the key components and concepts that need to be known in the visual arts through:

- The content of practice, conceptual framework, frames
- Making artworks in at least 2 forms eg sculpture, printmaking
- Use of a process diary VAPD
- Broad investigation of ideas in art criticism and art history

**Course Requirements**

A focus on more interpretive investigations and relationships through:

- The content of practice, conceptual framework, frames
- The development of a Body of Work
- Use of a process diary VAPD
- Investigation of content through at least 5 case studies in art criticism and art history

**Assessment**

School-based assessment:
- Art marking (50%)
- Art criticism and art history (50%)

**Assessment**

School-based assessment:
- Development of the Body of Work (50%)
- Art criticism and art history (50%)
- External examination: submission of a Body of Work (50%) and written paper (50%)

*Students should note: There are strict size and weight restrictions for HSC Bodies of Work, as well as restrictions on the use of some materials such as glass and barbed wire*