



KINROSS WOLAROI  
— SCHOOL —

# Curriculum Handbook

## Stage 6

**For Students Entering Year 11**  
**Year 11 - 2020**  
**Year 12 - 2021**

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## 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.

## NSW EDUCATION STANDARDS AUTHORITY (NESA) 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, NESA 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 NESA; 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 a common pathway to complete Year 11 is for students 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 Philosophy, Studies of Religion (SOR1), and Sport, Lifestyle and Recreation (SLR) are available for students to complement their selection to total 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 (studied in Year 11 and 12)
- English Extension 2 (in Year 12 only with English Extension 1 as a co-requisite)
- Mathematics Extension 1 (studied in Year 11 and 12)
- 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)
- Latin Extension (in Year 12 only with Latin 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. If you study more than two units of English (eg English Extension 1 or 2) your best 2 units of English will count towards your ATAR; additional units of English may also be counted towards an 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.

Kinross Wolaroi School can only have a total of 6 students completing a Distance Education course (excludes Languages). Students interested in studying a course by distance education must apply in writing to the DOS. Preference will be given to students who choose a subject from this Handbook that is subsequently not offered due to insufficient numbers or miss out on their original subject selection due to a line clash (provided they are suitable candidates for distance education).

TAFE course applications are due in by the end of October. These courses cost between \$2000 and \$5500 per year.

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.

NESA 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 moderated Assessment mark and the Examination mark.

For further information relating to the HSC and how it works, visit the NESA website, where there is a good summary at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/results-certificates/understanding-results>. 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 NESA.

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 two Category B courses – Hospitality and Primary Industries). Should students wish to take a TAFE course and a Category B course and still qualify for an ATAR, their pattern of study must include at least 8 units of Category A subjects. With the exception of Hospitality and Primary Industries, 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](http://www.uac.edu.au). A full list of Category A and B courses can be found at <https://www.uac.edu.au/assets/documents/hsc-courses/2019-HSC-courses.pdf>

## ASSESSMENT

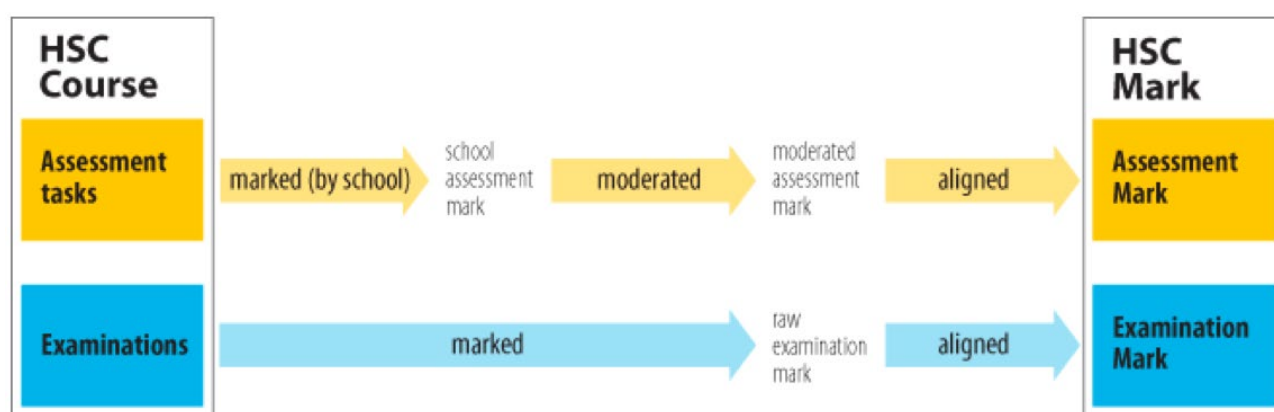
Assessment Information, Policies and Procedures are published at the beginning of each School Year, along with an Assessment Timetable, an Assessment Planner and a detailed Assessment Grid for each subject that outlines the dates, weighting and outcomes to be assessed. These are also available on FROG as follows:

- For parents: Parent Dashboard → Year Portals → Select Year Group → Assessment Toolkit tab
- For students: Student Dashboard → Year Portals → Select Year Group → Assessment Toolkit tab

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

- 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.
- 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.
- 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.
- 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.
- 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 NESA 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 often mandated in Year 12 by NESA, 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 NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



## 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 confirmation sheet which shows their allocated subjects on the elective lines. For Stage 6 in 2019-2020, 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 on the confirmation sheet. At this stage of process, 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 on the initial subject preference form.

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. In Term 2, Year 10 students participate in a Careers Program that allows them to investigate career options that align with their abilities, interests and values. Students complete a careers survey through CareerHQ to link their interests and lifestyle considerations with a career and register through JobJump to further explore their options. This leads into our Careers Evening held on the evening of Thursday 20th June 2019. For further information on these events, contact the Careers Advisor.

Further information can also be obtained through our local NSW Education Standards Authority (NESA) Liaison Officer Julie Pyne, 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 either of us on 6392 0306.

Serena Lewis  
Head of Teaching and Learning

Lucy Collett  
Director of Studies

## HEADS OF DEPARTMENT

Below is a list of subjects offered for study in Years 11 (2020) and 12 (2021) 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.

Department	Stage 6 Subjects		Head of Department	Contact #
Agriculture	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Primary Industries (Category B)</li> </ul>		Mrs Jody Haydon <a href="mailto:jhaydon@kws.nsw.edu.au">jhaydon@kws.nsw.edu.au</a>	6392 0348
English	<ul style="list-style-type: none"> <li>• Advanced English</li> <li>• Standard English</li> <li>• English as an Additional Language or Dialect (EAL/D)</li> <li>• English Extension 1</li> <li>• English Extension 2*</li> </ul>		Mrs Lynne Fleming <a href="mailto:lfleming@kws.nsw.edu.au">lfleming@kws.nsw.edu.au</a>	6392 0388
Mathematics	<ul style="list-style-type: none"> <li>• Mathematics Advanced</li> <li>• Mathematics Standard 2</li> <li>• Mathematics Extension 1</li> <li>• Mathematics Extension 2*</li> </ul>		Mr Ben Doyle (acting 2020) <a href="mailto:bdoyle@kws.nsw.edu.au">bdoyle@kws.nsw.edu.au</a>	6392 0331
Science	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Earth &amp; Environmental Science</li> </ul>	Mrs Catherine Litchfield (acting 2020) <a href="mailto:clitchfield@kws.nsw.edu.au">clitchfield@kws.nsw.edu.au</a>	6392 0368
Social Sciences	<ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Legal Studies</li> </ul>	Mr Jason Smith (acting 2020) <a href="mailto:jsmith@kws.nsw.edu.au">jsmith@kws.nsw.edu.au</a>	6392 0333
History and Religious Education	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Modern History</li> <li>• History Extension*</li> </ul>	<ul style="list-style-type: none"> <li>• SoR 1</li> <li>• SoR 2</li> </ul>	Ms Dianne Chappel <a href="mailto:dchappel@kws.nsw.edu.au">dchappel@kws.nsw.edu.au</a>	6392 0418
Technical and Applied Science (TAS)	<ul style="list-style-type: none"> <li>• Design and Technology</li> <li>• Industrial Technology</li> <li>• Software Design and Development</li> </ul>		Mr Simon Lun <a href="mailto:slun@kws.nsw.edu.au">slun@kws.nsw.edu.au</a>	6392 0448
Creative Arts	<ul style="list-style-type: none"> <li>• Hospitality (Category B)</li> <li>• Textiles and Design</li> <li>• Visual Arts</li> </ul>		Mrs Toni Bilton <a href="mailto:tbilton@kws.nsw.edu.au">tbilton@kws.nsw.edu.au</a>	6392 0409
Languages	<ul style="list-style-type: none"> <li>• French Continuers</li> <li>• German Beginners</li> <li>• Latin Continuers</li> <li>• French Extension*</li> <li>• Latin Extension*</li> </ul>		Mr Chris Oldham <a href="mailto:coldham@kws.nsw.edu.au">coldham@kws.nsw.edu.au</a>	6392 0345
Personal Development, Health & Physical Education	<ul style="list-style-type: none"> <li>• PDHPE</li> <li>• Community and Family Studies</li> <li>• Sport, Lifestyle &amp; Recreation**</li> </ul>		Mr Huon Barrett <a href="mailto:hbarrett@kws.nsw.edu.au">hbarrett@kws.nsw.edu.au</a>	6392 0344
Performing Arts	<ul style="list-style-type: none"> <li>• Music 1 and Music 2</li> <li>• Music Extension*</li> <li>• Drama</li> </ul>		Mrs Jacqueline Shields <a href="mailto:jshields@kws.nsw.edu.au">jshields@kws.nsw.edu.au</a>	6392 0341
External Providers	<ul style="list-style-type: none"> <li>• TAFE and Distance Education</li> <li>• Philosophy: Macquarie University**</li> </ul>		Mrs Lucy Collett Mr Yooie Choi	6392 0306 6392 0436

\* Subjects which are only available in Year 12

\*\*These courses terminate at the end of Year 11

## OTHER CONTACTS

Position	Name	Contact #
Year 12 Coordinator/Careers Advisor	Mrs Kimberley Jones <a href="mailto:kjones@kws.nsw.edu.au">kjones@kws.nsw.edu.au</a>	6392 0346
Head of Teaching and Learning	Mrs Serena Lewis <a href="mailto:slewis@kws.nsw.edu.au">slewis@kws.nsw.edu.au</a>	6392 0306
Director of Studies	Mrs Lucy Collett <a href="mailto:lcollett@kws.nsw.edu.au">lcollett@kws.nsw.edu.au</a>	6392 0306
Learning Support Co-ordinator K-12	Mrs Jessie Lawson (acting) <a href="mailto:jlawson@kws.nsw.edu.au">jlawson@kws.nsw.edu.au</a>	6392 0329
Co-ordinator of Learning Enhancement K-12	Mr Yooie Choi <a href="mailto:ychoi@kws.nsw.edu.au">ychoi@kws.nsw.edu.au</a>	6392 0436
Head of Senior School and Deputy Principal	Mr James Boyd <a href="mailto:hospa@kws.nsw.edu.au">hospa@kws.nsw.edu.au</a>	6392 0302
Head of Wellbeing	Mr Tom Riley <a href="mailto:triley@kws.nsw.edu.au">triley@kws.nsw.edu.au</a>	6392 0366



# AGRICULTURE

At KWS it is expected that students will not study both Agriculture and Primary Industries. In exceptional circumstances, completing both courses will be considered; an interview with the Head of Agriculture will be the first step in this process.

## 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 productive and sustainable manner.

There are exciting and diverse career opportunities available in the agriculture, forestry and fisheries industries in Australia. Primary industries is a hub for the most cutting-edge careers within the food and fibre industries.

## 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

## ASSESSMENT

Preliminary internal assessment task consist of:

- Farm case study
- Research assignment
- Examination

## **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 enterprise management to maximize productivity and environmental sustainability. Agricultural industries as fundamental production units provide 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 agricultural innovators 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

## **ASSESSMENT**

HSC course assessment tasks consist of:

- Farm product study
- Research project
- Research assignment
- Examination

# ANCIENT HISTORY

## AIM

Ancient History stimulates students' curiosity and imagination and enriches their imagination of humanity by introducing them to a range of cultures and beliefs. As well as to the origins and influences of ideas, values and behaviours that are still relevant to the modern world.

## OBJECTIVES

Students will develop knowledge and understanding about:

- A range of features, people, places, events and developments of the ancient world in their historical context
- Continuity and change over time

Students will develop skills to:

- Undertake the process of historical inquiry
- Use historical concepts and skills to examine the ancient past
- Communicate an understanding of history, sources and evidence, and historical interpretations.

Students will develop values and attitudes about:

- The influence of the past on the present and the future
- The contribution of the study of Ancient History to lifelong learning, and active and informed citizenship.

## COURSE REQUIREMENTS AND EXPECTATIONS

In order to succeed in this course, students should have:

- Curiosity and imagination
- Desire to enrich their understanding of humanity
- A desire to be a lifelong learner

## COURSE CONTENT

### Year 11 Course

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

The course comprises three sections: Investigating Ancient History (The Nature of Ancient History and Case studies), Features of Ancient Societies and Historical Investigation.

Students undertake at least ONE option from 'The Nature of Ancient History' AND at least TWO case studies.

ONE case study must be from Egypt, Greece, Rome or Celtic Europe and ONE case study must be from the Near East, Asia, the Americas or Australia.

Students study at least TWO ancient societies through an investigation of: a different key feature for each society OR one key feature across the societies selected. These studies provide students with opportunities to develop an understanding of: the social history of a people through an investigation of the remains of their material culture; key developments and forces that may have shaped the selected feature(s) and the nature of the available sources. 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.

### **Assessment requirements for Year 11**

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%.

### **Year 12 Course**

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The course comprises a study of:

- 1 Core Study: Cities of Vesuvius – Pompeii and Herculaneum
- 2 ONE 'Ancient Societies' topic
- 3 ONE 'Personalities in their Times' topic
- 4 ONE 'Historical Periods' topic

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

- Egypt
- Near East
- China
- Greece
- Rome

### **Assessment requirements for Year 12 Ancient History are as follows**

- A maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%.

# BIOLOGY

## AIM

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

## OBJECTIVES

### Skills

Students:

- develop skills in applying the processes of Working Scientifically.

### Knowledge and Understanding

**Year 11 students:**

- develop knowledge and understanding of the structure and function of organisms
- develop knowledge and understanding of the Earth's biodiversity and the effect of evolution.

**Year 12 students:**

- develop knowledge and understanding of heredity and genetic technologies
- develop knowledge and understanding of the effects of disease and disorders.

### Values and Attitudes

Students:

- develop positive, informed values and attitudes towards biology
- recognise the importance and relevance of biology in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research

## Course Structure and Requirements

**Year 11**

- 60 hours covering Cells as the Basis of Life and Organisation of Living Things.
- 60 hours covering Biological Diversity and Ecosystem Dynamics.
- 15 hours (within the 120 hours) must be allocated to depth studies.

**Year 12**

- 60 hours covering Heredity and Genetic Change.
- 60 hours covering Infectious Disease and Non-infectious Disease and Disorders.
- 15 hours (within the 120 hours) must be allocated to depth studies.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

One fieldwork exercise must be included in Year 11.

## **ASSESSMENT**

It is mandatory for 60% of formal school-based assessments to be allocated to skills in working scientifically and 40% to knowledge and understanding of course content.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

## **STUDENT ATTRIBUTES**

Students who elect to study Biology will need the following attributes:

- a genuine interest in living things, their structure and relationships
- a capacity for clear and concise written expression
- a capacity for active learning and collaboration
- a positive work ethic in order to master terminology, challenging concepts and large amounts of content
- an ability to think deeply and critically about the world around them.

# **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

## AIM

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

## OBJECTIVES

### Skills

#### Students:

- develop skills in applying the processes of working scientifically.

### Knowledge and Understanding

#### Year 11 students:

- develop knowledge and understanding of the fundamentals of chemistry
- develop knowledge and understanding of the trends and driving forces in chemical interactions.

#### Year 12 students:

- develop knowledge and understanding of equilibrium and acid reactions
- develop knowledge and understanding of the applications of chemistry.

### Values and Attitudes

#### Students:

- develop positive, informed values and attitudes towards chemistry
- recognise the importance and relevance of chemistry in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

## Course Structure and Requirements

### Year 11

- 60 hours covering Properties and Structure of Matter, and Introduction to Quantitative Chemistry.
- 60 hours covering Reactive Chemistry and Drivers of Reactions.
- 15 hours (within the 120 hours) must be allocated to depth studies.

### Year 12

- 60 hours covering Equilibrium and Acid Reactions and Acid/base Reactions.
- 60 hours covering Organic Chemistry and Applying Chemical Ideas.
- 15 hours (within the 120 hours) must be allocated to depth studies.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

## **ASSESSMENT**

It is mandatory for 60% of formal school-based assessments to be allocated to skills in working scientifically and 40% to knowledge and understanding of course content.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

## **Student Attributes**

Students who elect to study Chemistry will need the following attributes:

- have a natural interest in Chemistry, both in terms of the theory and the practical applications.
- mathematical fluency, especially with regard to algebraic functions (students studying this course should also study 2 Unit Mathematics as a minimum standard)
- a consistent work ethic
- clear and concise written expression
- a capacity for active learning and collaboration
- enjoy problem-solving tasks

# 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% of course time. An options component representing 25% 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 tasks will be used to satisfy the components and weightings for Community and Family Studies. Syllabus outcomes may be assessed using the following strategies:

- case studies
- interviews and surveys
- oral presentations
- exercises using graphs, diagrams, statistics, and mathematical calculations
- briefing notes
- examinations

# DESIGN AND TECHNOLOGY

## AIMS

Design and Technology is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

## OBJECTIVES

Students will develop:

1. knowledge and understanding about design theory and design processes in a range of contexts;
2. knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment;
3. creativity and an understanding of innovation and entrepreneurial activity in a range of contexts;
4. skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities;
5. skills in research, communication and management in design and production;
6. knowledge and understanding about current and emerging technologies in a variety of settings.

## COURSE DESCRIPTION

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

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

## COURSE CONTENT

### Preliminary Course

Involves both theory and practical work in designing and producing, this includes:

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

## **HSC Course**

Involves the study of innovation and emerging technologies, including:

- a case study (20%) of an innovation
- designing and producing including a Major Design Project
- project folio that addresses three key areas:
  - project proposal and management
  - project development and realisation
  - project evaluation

## **COURSE REQUIREMENTS**

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

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

## **ASSESSMENT**

### **Preliminary Course**

Weightings:

- 40% Knowledge and understanding of course content.
- 60% Knowledge and skills in designing, managing, producing and evaluating design projects.
- 3 x Assessment tasks including 1 x Examination

### **HSC Course**

Weightings:

- 40% Knowledge and understanding of course content.
- 60% Knowledge and skills in designing, managing, producing and evaluating a major design project.
- 4 x Assessment tasks including 1 x Examination and 1 x Case Study.

# DRAMA

## 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.

With our ever-changing work environment and the development of technology it has become imperative that young people develop and foster their creative thought processes. Moreover, the workplace is fast becoming a group-based environment where working in a team is more common than working as an individual. Stage 6 Drama is unique in that it develops precisely these skills, from improvisation to the development of the Group Devised Project. Studying Drama is a life skill that will stay with you throughout your professional career.

## 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.

## ASSESSMENT

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal assessment and formal assessment to provide information about student achievement of syllabus outcomes.



# EARTH AND ENVIRONMENTAL SCIENCE

## AIM

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. Through applying Working Scientifically skills processes, the course aims to examine how earth and environmental science models and practices are used and developed.

## OBJECTIVES

### SKILLS

#### Students:

- develop skills in applying the processes of Working Scientifically.

## KNOWLEDGE AND UNDERSTANDING

#### Year 11 students:

- develop knowledge and understanding of the Earth's systems
- develop knowledge and understanding of the Earth's processes and human impacts.

#### Year 12 students:

- develop knowledge and understanding of the evolving Earth
- develop knowledge and understanding of the impacts of living on the Earth.

## VALUES AND ATTITUDES

#### Students:

- develop positive, informed values and attitudes towards earth and environmental science
- recognise the importance and relevance of earth and environmental science in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research

## COURSE STRUCTURE AND REQUIREMENTS

#### Year 11

- 60 hours covering Earth's Resources and Plate Tectonics.
- 60 hours covering Energy Transformations and Human Impacts.
- 15 hours (within the 120 hours) must be allocated to depth studies.

#### Year 12

- 60 hours covering Earth's Processes and Hazards.
- 60 hours covering Climate Science and Resource Management.
- 15 hours (within the 120 hours) must be allocated to depth studies.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

One fieldwork exercise must be included in Year 11. One fieldwork exercise must be included in Year 12.

## **ASSESSMENT**

It is mandatory for 60% of formal school-based assessments to be allocated to skills in working scientifically and 40% to knowledge and understanding of course content.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

## **STUDENT ATTRIBUTES**

Students who elect to study Earth and Environmental Science will need the following attributes:

- a genuine interest in environmental and geological issues impacting on our world
- an ability to read articles, view documentaries and assimilate information pertaining to environmental issues, taken from a wide range of sources
- clear and concise written expression
- a capacity for active learning and collaboration
- interest in Physical Geography or Biology or Agriculture

# 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 STANDARD

## AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

## OBJECTIVES

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

## COURSE REQUIREMENTS AND EXPECTATIONS

- Guided *engagement* in reading and literature.
- Guided wider reading to support study of texts.
- Writing critically and creatively in a variety of modes and media.
- A willingness to draft, edit and refine writing
- Active *engagement* in individual and collaborative learning.
- Sound capacity with Information and communication technologies.

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

## COURSE CONTENT

### PRELIMINARY COURSE

#### Year 11 course (120 hours)

##### English Advanced

	Indicative hours
Common module: Reading to Write: Transition to Senior English	40
Module A: Contemporary Possibilities	40
Module B: Close Study of Literature	40

#### Year 11 course (120 hours)

##### Text requirements

There are no prescribed texts for Year 11. The list below is indicative ONLY.

Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film.). Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.

Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.

Common module: Reading to Write: Transition to Senior English	Poetry The Simple Gift <i>Stephen Herrick</i>
Module A: Contemporary Possibilities	Media and digital texts <a href="http://www.sbs.com.au/theboat/">http://www.sbs.com.au/theboat/</a> Based on The Boat <i>Nam Lee</i>
Module B: Close Study of Literature	Prose Fiction: The Story of Tom Brennan <i>Burke JC</i>

## HSC COURSE

### Year 12 course (120 hours)

#### English Standard

	Indicative hours
Common module: Texts and Human Experiences	30
Module A: Language, Identity and Culture	30
Module B: Close Study of Literature	30
Module C: The Craft of Writing	30

**Optional:** Module C may be studied concurrently with the common module and/or Modules A and B.

### Year 12 course (120 hours)

#### Text requirements

Students are required to closely study three types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry OR drama, film OR media OR nonfiction. The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences. The list (below) is indicative ONLY.

Common module: Texts and Human Experiences	Drama (d) Harrison, Jane, <i>Rainbow's End</i> , from Cleven, Vivienne et al
Module A: Language, Identity and Culture	Prose fiction (Pf) Lawson, Henry 'The Drover's Wife', 'The Union Buries Its Dead', 'Shooting the Moon', 'Our Pipes', 'The Loaded Dog'
Module B: Close Study of Literature	Film (f) Weir, Peter, <i>The Truman Show</i> , Paramount, 1998 (f)
Module C: The Craft of Writing <b>Optional:</b> This module may be studied concurrently with the common module and/or Modules A and B	Poetry (p), Speeches (Sp) Frost, Robert, 'Stopping By Woods on a Snowy Evening' (p) Keating, Paul, 'Funeral Service of The Unknown Australian Soldier' (Sp) Rowling, JK, 'The Fringe Benefits of Failure and the Importance of Imagination' (Sp)

## ASSESSMENT

### PRELIMINARY COURSE

Year 11 course (120 hours) English Standard	
Common module: Reading to Write: Transition to Senior English	Creative Writing and Reflection Statement 30%
Module A: Contemporary Possibilities	Multi-Modal Presentation 40%
Module B: Close Study of Literature	Yearly Examination 30%

## HSC COURSE

Year 12 course (120 hours) English Standard	
Multimodal presentation with related material, Texts and Human Experiences	20%
Analytical response, Close Study of Literature	20%
Imaginative text, Craft of Writing,	30%
Trial HSC Examination, Common Module, Module A, Module B	30%

# ENGLISH ADVANCED

## AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

## OBJECTIVES

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

## COURSE REQUIREMENTS AND EXPECTATIONS

- Active *engagement in* and *enjoyment of* reading and literature.
- Wide reading to support study of texts.
- Writing critically and creatively in a variety of modes and media.
- A willingness to draft, edit and refine writing
- Active *engagement in* individual and collaborative learning.
- Sound capacity with Information and communication technologies.

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

## COURSE CONTENT

### PRELIMINARY COURSE

#### Year 11 course (120 hours)

##### English Advanced

Common module: Reading to Write

Module A: Narratives that Shape our World

Module B: Critical Study of Literature

##### Indicative hours

40

40

40

#### Year 11 course (120 hours)

##### Text requirements

There are no prescribed texts for Year 11. The list below is indicative **ONLY**.

Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.

Common module: Reading to Write	Prose Fiction <i>I'll Give You The Sun Jandy Nelson</i>
Module A: Narratives that Shape our World	<i>Othello William Shakespeare</i>
Module B: Critical Study of Literature	Selected Poems <i>WB Yeats</i>

## HSC COURSE

### Year 12 Course (120 hours)

#### English Advanced

#### Indicative hours

Common module: Texts and Human Experiences

30

Module A: Textual Conversations

30

Module B: Critical Study of Literature

30

Module C: The Craft of Writing

30

**Optional:** Module C may be studied concurrently with the common module and/or Modules A and B.

### Year 12 course (120 hours)

#### Text requirements

Students are required to closely study **four prescribed texts**, one drawn from each of the following categories: Shakespearean drama, prose fiction, poetry OR drama.

The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above. The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study **ONE** related text in the common module: Texts and Human Experiences. The list below is indicative **ONLY**.

Common module: Texts and Human Experiences	Nonfiction (nf), film (f) or media (m) OR Drama (d) Ivan O'Mahoney, <i>Go Back to Where You Came From</i> – Series 1, Episodes 1, 2 and 3 and <i>The Response, Madman</i> , 2011 (m) <b>OR</b> Arthur Miller, <i>The Crucible</i> (d)
Module A: Textual Conversations	Shakespearean drama (S) and William Shakespeare, <i>The Tempest</i> and prose fiction (pf) Margaret Atwood, <i>Hag-Seed</i>
Module B: Critical Study of Literature	Poetry (p) TS Eliot, <i>TS Eliot: Selected Poems</i> (p) 'The Love Song of J. Alfred Prufrock', 'Preludes', 'Rhapsody on a Windy Night', The Hollow Men', 'Journey of the Magi'
Module C: The Craft of Writing <b>Optional:</b> Module C may be studied concurrently with the common module and/or Modules A and B	Zadie Smith, <i>That Crafty Feeling</i> (NF) Gwen Harwood, <i>Father and Child</i> (p)

## ASSESSMENT

### PRELIMINARY COURSE

Year 11 course (120 hours) English Advanced	
Common module: Reading to Write	Creative Writing and Reflection Statement 30%
Module A: Narratives that Shape our World	Multi-Modal Presentation 40%
Module B: Critical Study of Literature	Yearly Examination 30%

## HSC COURSE

Year 12 course (120 hours) English Advanced	
Multimodal text using prescribed text and related material Texts and Human Experiences	20%
Comparative essay, Textual Conversations	20%
Imaginative task, Craft of Writing	30%
Trial HSC Examination, Common Module, Module A, Module B	30%



# ENGLISH EXTENSION I

## AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

## OBJECTIVES

Through responding to and composing a wide range of complex texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing
- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts
- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
- express understanding of how cultural, historical and social contexts are represented in critical and creative texts
- reflect on and evaluate their own processes of learning and creativity.

## COURSE REQUIREMENTS AND EXPECTATIONS

- Active *engagement in* and *enjoyment of* reading and literature.
- Wide reading to support study of texts.
- Active research in and engagement with literary theories and traditions.
- Active enjoyment of and experimentation with creative writing.
- Writing critically and creatively in a variety of modes and media.
- A willingness to draft, edit and refine writing
- Active *engagement in* individual and collaborative learning.
- Sound capacity with Information and communication technologies.

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

## COURSE CONTENT

### PRELIMINARY COURSE

**Year 11 course (60 hours)**

**English Extension I**

Module: Texts, Culture and Value

Related research project

The related research project may be undertaken concurrently with the module

**Indicative hours**

40

20

## Year 11 course (60 hours)

### Text requirements

There are no prescribed texts for Year 11. The list (below) is indicative ONLY.

Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures

Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project

Module: Texts, Culture and Value	Poetry: My Other' by Anita Heiss
Related research project	Prose Fiction: Heart of Darkness by Joseph Conrad
This project may be undertaken concurrently with the module	Chocolat 1988, dir. Claire Denis

## HSC COURSE

### Year 12 course (60 hours)

#### English Extension I

Mandatory common module – Texts and Human Experiences

#### Indicative hours

60

### Year 12 course (60 hours)

#### Text requirements

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print text. Students are required to study at least TWO related texts. The list (below) is indicative ONLY.

<b>Common Module: Literary Worlds</b>	
<b>Elective I: Literary homelands</b>	
Extended print text	Adiga, Aravind, <i>The White Tiger</i> OR Forster, EM, <i>A Passage to India</i> ,
Extended print text	Bovell, Andrew, <i>The Secret River</i> [by Kate Grenville – An adaptation for the stage by Andrew Bovell],
Third text	Gavron, Sarah, <i>Brick Lane</i> , Madman, 2007
Students must also study at least TWO related texts.	

## ASSESSMENT

### PRELIMINARY COURSE

<b>Year 11 course (60 hours) English Extension I</b>	
Imaginative Response	15 Marks (30%)
Multi Modal TED Talk	20 Marks (40%)
Yearly Examination	15 Marks (30%)

### HSC COURSE

<b>Year 12 course (60 hours) English Extension I</b>	
Imaginative response and reflection	15 Marks (30%)
Critical response with related text	20 Marks (40%)
Trial HSC Examination	15 Marks (30%)

# ENGLISH EXTENSION 2

(Available only in Year 12)

## AIMS

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

## OBJECTIVES

Through responding to and composing a wide range of complex texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:

- articulate understanding through speaking, listening, reading, writing, viewing and representing
- craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts
- express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values
- express understanding of how cultural, historical and social contexts are represented in critical and creative texts
- reflect on and evaluate their own processes of learning and creativity.

## COURSE REQUIREMENTS AND EXPECTATIONS

- Active *engagement in* and *enjoyment of* reading and literature.
- Wide reading to support composition.
- Active research in and engagement with literary theories and traditions.
- Active enjoyment of and experimentation with creative and critical writing.
- A willingness to draft, edit and refine writing
- Active *engagement in* individual learning.
- Sound capacity with Information and communication technologies.

## COURSE CONTENT

### HSC COURSE

#### Year 12 course (60 hours)

#### English Extension 2

The Composition Process

Major Work

Reflection Statement

The Major Work Journal

#### Indicative hours

60

#### Year 12 course (60 hours)

#### Text requirements

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

## ASSESSMENT

### HSC COURSE

Year 12 course (60 hours) English Extension 2	
Viva Voce (including written proposal)	15 Marks (30%)
Literature review	20 Marks (40%)
Critique of the creative process	15 Marks (30%)

# ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

(EAL/D)

## AIMS

The aim of English in Stage 6 is to enable students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

## OBJECTIVES

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

## COURSE REQUIREMENTS AND EXPECTATIONS

- Willingness to build skills in reading, writing, speaking and listening in English.
- Willingness to engage in and read literature in English.
- Willingness to read to support study of texts.
- Willingness to write critically and creatively in a variety of modes and media.
- A willingness to draft, edit and refine writing.
- Active engagement in individual and collaborative learning.
- Sound capacity with Information and communication technologies.

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

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

## COURSE CONTENT

### PRELIMINARY COURSE

**Year 11 course (120 hours)**

#### EALD

Module A: Language and Texts in Context

Module B: Close Study of Text

Module C: Texts and Society

Optional teacher-developed module

#### Indicative hours

30-40

30-40

30-40

up to 30

**Year 11 course (120 hours)**

#### Text requirements

There are no prescribed texts for Year 11.

Students are required to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

The Year 11 course requires students to support their study of texts with their own wide reading.

## HSC COURSE

### Year 12 course (120 hours)

#### English Advance

	Indicative hours
Module A: Texts and Human Experiences	30
Module B: Language, Identity and Culture	30
Module C: Close Study of Text	30
Focus on Writing (studied concurrently with the above modules)	30

### Year 12 course (120 hours)

#### Text requirements

Students are required to closely study **three types of prescribed texts**, one drawn from each of the following categories:

- prose fiction
- poetry **OR** drama
- film **OR** media **OR** nonfiction

The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course.

Students must study ONE related text in Module A: Texts and Human Experiences.

## ASSESSMENT

### PRELIMINARY COURSE

Year 11 course (120 hours) EALD	
Language, Texts and Context	Point of view writing task 30%
Close Study of Text	Multimodal presentation (including listening) 40%
	Yearly Examination 30%

## HSC COURSE

Year 12 course (120 hours) EALD	
Module A: Texts and Human Experiences	Speaking and Listening task using related text and prescribed text (multimodal presentation) 25%
Module B: Language, Identity and Culture	Reading and Writing task based on unseen material and prescribed text 25%
Module D: Focus on Writing	Imaginative writing with written annotations 25%
Modules A, B and C	Trial HSC Examination 25%

# 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, practising and revising vocabulary and structures, both orally and in writing.

## ASSESSMENT

Speaking	20%	Conversations, discussions, role-plays, presentations
Listening and Responding	25%	Comprehensions, videos, discussions, interviews
Reading and Responding	40%	Reading comprehensions, questionnaires
Writing in French	15%	Diary entries, notes, e-mails, written observations, letters

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 substantial English vocabulary is an enormous asset for this course.

# FRENCH EXTENSION

(Available only in Year 12)

## 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

The impact of social class	Issues of tolerance	Relationships
For example: <ul style="list-style-type: none"><li>• social inequality</li><li>• importance of social standing for individuals and groups</li><li>• acceptance/rejection of others</li></ul>	For example: <ul style="list-style-type: none"><li>• racism and prejudice</li><li>• immigration</li><li>• stereotypes</li></ul>	For example: <ul style="list-style-type: none"><li>• family</li><li>• community</li><li>• school</li></ul>

### PRESCRIBED TEXT – FILM

*The film “Les Intouchables”*

## 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

NESA prescribes assessment in the following areas:

Component		Weighting
Analysis of written text that is in French	Objective 2	15
Response to written text	Objective 2	10
Writing skills	Objective 1	15
Speaking skills	Objective 1	10
		50

# 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

(Available only in Year 12)

## AIMS

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate, and constructing and defending a position through a reasoned and cohesive argument.

## OBJECTIVES

### Students:

- Develop knowledge and understanding about significant historiographical ideas and methodologies

## SKILLS

### Students:

- Design, undertake and evaluate historical inquiry
- Communicate their understanding of historiography, changing interpretations and the results of historical inquiry

## VALUES AND ATTITUDES

### Students will value and appreciate

- The study of history for critical interpretation of the past and present
- The contribution of the study of history towards lifelong learning and informed, responsible and active citizenship.

## COURSE REQUIREMENTS AND EXPECTATIONS

- Year 11 Ancient History or Modern History is a prerequisite for History Extension
- Year 12 Ancient or Modern History is a co-requisite for Year 12 History Extension

## COURSE CONTENT

**1 Constructing History** – Key Questions. Students investigate 4 key questions in regards to the construction of History: Who are the historians? What are the purposes of history? How has history been constructed, recorded and presented over time? Why have approaches to history changed over time? These questions are answered through a study of changes and development in historiography.

**2 Case Study** - Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions explored in Constructing History

**3 History Project** - Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

## HISTORY EXTENSION ASSESSMENT REQUIREMENTS

- three assessment tasks
- one task may be a formal written examination with a weighting of 30%
- one task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- one task must be the History Project – Essay with a weighting of 40%.

# HOSPITALITY

(category B course)

## 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 II Kitchen Operations (Code: SIT20416)**

## COURSE CONTENT

### MANDATORY UNITS

- Use hygienic practices for food 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
- Methods of cookery
- Use cookery skills effectively

## COURSE REQUIREMENTS AND EXPECTATIONS

Students will be required to purchase a full chef's uniform consisting of black check pants, white long sleeved jacket, with white buttons, white apron, neck kerchief, apron, and a basic toolkit. A strong work ethic, high standards of personal hygiene and personal presentation are required in order to successfully complete this course.

## WORK PLACEMENT - MANDATORY

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
- Meet all of the assessment requirements of each unit of competency

Excursions will be industry specific and enhance student's knowledge and understanding of the Hospitality industry.

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 Work 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
- WHS 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
  - WHS 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

## **ASSESSMENT**

Preliminary internal assessment task or consist of:

- Industry study report
- Project folio and practical work
- Examination

## 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
- WHS 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
  - WHS
  - 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
  - WHS 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

## ASSESSMENT

HSC course assessment tasks consist of:

- Industry study report
- Initial and progressive project folio inspections
- Industry study report
- Examination



# LATIN CONTINUERS

## 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, selected speeches of Cicero, and Livy's History of Rome. Approximately 400 lines of each text will be selected for study, with the remainder of the books being 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

Translation of extracts from the set texts	25%	Written versions and/or oral explanation of translations.
Identification, explanation and analysis of grammar in extracts from set texts	15%	Identification, explanation and analysis: clause analysis, short answers, multiple choice quizzes.
Commentary on Latin prescriptions, including scansion of verse	25%	Discussion, oral presentation, quizzes, report writing, debate, research.
Commentary on prescribed English translation and unseen translation	35%	Discussion, oral presentation, report writing, debate, research.

# LEGAL STUDIES

Legal Studies was offered for the first time in 2019. There has been a strong demand from current students to study this interesting and relevant course.

## AIM

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level. Legal Studies provides a context for the development of higher-order thinking skills necessary for further education, work and everyday life, and a range of other employability skills.

## OBJECTIVES

Through Legal Studies, students will develop: knowledge and understanding about:

- the nature and institutions of domestic and international law
- the operation of Australian and international legal systems and the significance of the rule of law
- the interrelationship between law, justice and society and the changing nature of the law skills in:
- investigating, analysing and communicating relevant legal information and issues interest in, and informed and responsible values and attitudes in regard to:
- legal functions, practices and institutions.

## COURSE DESCRIPTION

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

### Preliminary Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.

## **HSC Course**

- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:

- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order

Each topic's themes and challenges are integrated into the study of the topic.

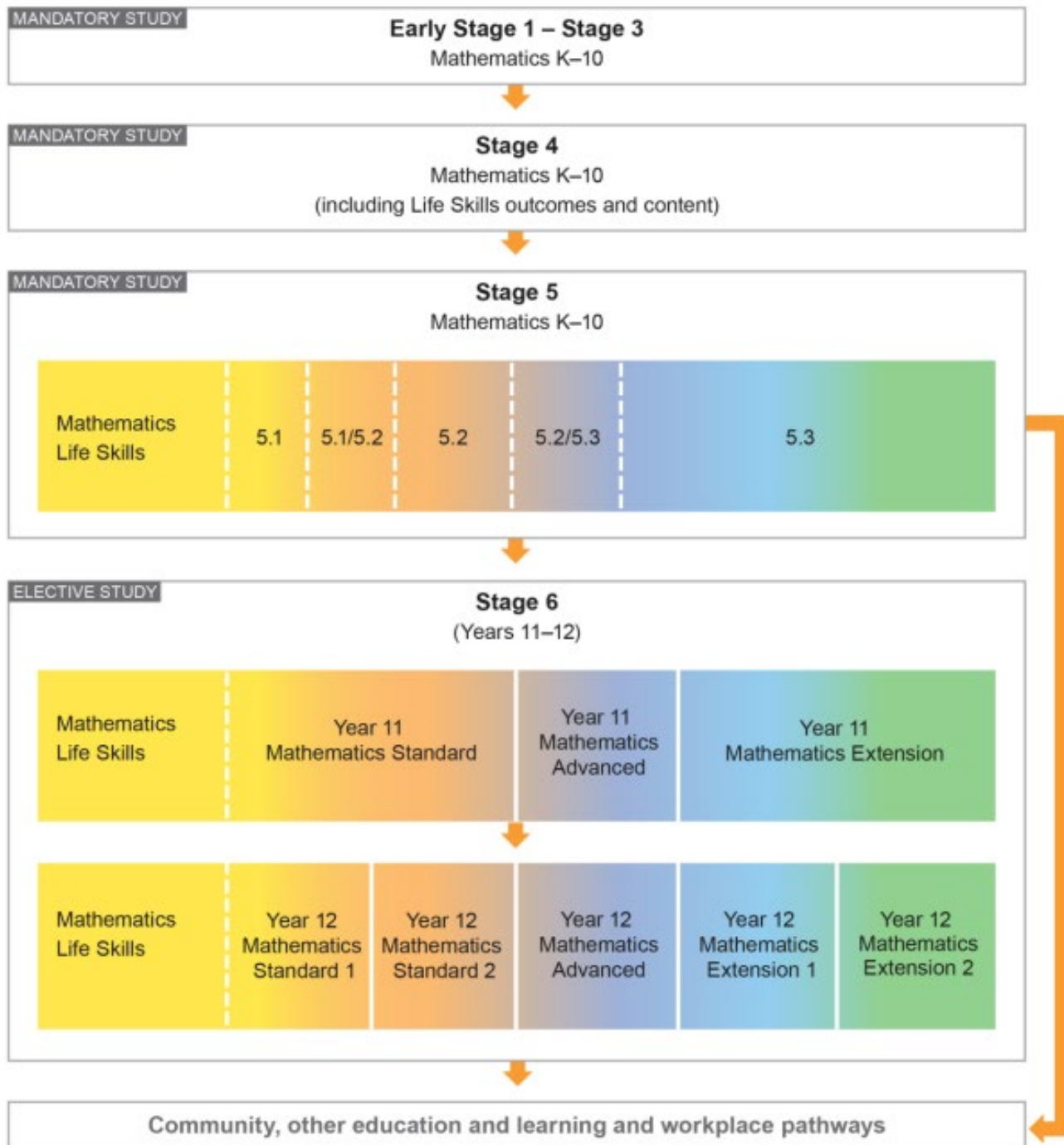
## **ASSESSMENT**

The major internal assessment task in Year 11 involves a research task on a chosen legal issue. Other assessments tasks over the two years include analysis of case outcomes, stimulus based interpretations, oral presentations, tests and internal exams. The external HSC Examination will be a three hour written examination including multiple choice questions, short answer responses, longer response questions and essays.

# MATHEMATICS

## PATHWAYS OF LEARNING

The following diagram represents available pathways to learning Mathematics from Early Stage 1 to Stage 6. In order to cater for the full range of learners, three specific end points and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 (Years 9 and 10). The diagram below shows the connection between these three levels to Stage 6. Note: Stage 5.3 includes skills from Stage 5.2 and Stage 5.2 includes skills from Stage 5.1.



# MATHEMATICS STANDARD 2

**Prerequisites:** The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Year 7-10 syllabus up to and including the content and outcomes of Stage 5.1. It is also recommended that they study at least some of the Stage 5.2 content of the Mathematics Year 7-10 syllabus, particularly the topics Statistics, Algebra and Trigonometry, if not all the content.

## COURSE DESCRIPTION

All students studying the Mathematics Standard 2 course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities.

## AIM

The study of Mathematics Standard 2 in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner.

## OBJECTIVES

The study of Mathematics Standard 2 in Stage 6 allows students to:

- develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts
- develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks
- develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations
- develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.

## CONTENT

The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:

<p><b>Year 11</b></p> <p><b>Topic: Algebra</b></p> <ul style="list-style-type: none"> <li>• <i>Formulae and Equations</i></li> <li>• <i>Linear Relationships</i></li> </ul> <p><b>Topic: Measurement</b></p> <ul style="list-style-type: none"> <li>• <i>Applications of Measurement</i></li> <li>• <i>Working with Time</i></li> </ul> <p><b>Topic: Financial Mathematics</b></p> <ul style="list-style-type: none"> <li>• <i>Money Matters</i></li> </ul> <p><b>Topic: Statistical Analysis</b></p> <ul style="list-style-type: none"> <li>• <i>Data Analysis</i></li> <li>• <i>Relative Frequency and Probability</i></li> </ul>	<p><b>Year 12</b></p> <p><b>Topic: Algebra</b></p> <ul style="list-style-type: none"> <li>• <i>Types of Relationships</i></li> </ul> <p><b>Topic: Measurement</b></p> <ul style="list-style-type: none"> <li>• <i>Non-right-angled Trigonometry</i></li> <li>• <i>Rates and Ratio</i></li> </ul> <p><b>Topic: Financial Mathematics</b></p> <ul style="list-style-type: none"> <li>• <i>Investment and Loans</i></li> <li>• <i>Annuities</i></li> </ul> <p><b>Topic: Statistical Analysis</b></p> <ul style="list-style-type: none"> <li>• <i>Bivariate Data Analysis</i></li> </ul> <p><i>The Normal Distribution</i></p> <p><b>Topic: Networks</b></p> <ul style="list-style-type: none"> <li>• <i>Networks Concepts</i></li> <li>• <i>Critical Path Analysis</i></li> </ul>
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## ASSESSMENT

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal assessment and formal assessment to provide information about student achievement of syllabus outcomes.

# MATHEMATICS ADVANCED

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.

## COURSE DESCRIPTION

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

## AIM

The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develop their understanding of the relationship between 'real world' problems and mathematical models and extend their skills of concise and systematic communication.

## OBJECTIVES

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## Exclusions

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

## CONTENT

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

<b>Year 11</b> <b>Topic: Functions</b> <ul style="list-style-type: none"><li>• <i>Working with Functions</i></li></ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"><li>• <i>Trigonometry and Measure of Angles</i></li><li>• <i>Trigonometric Functions and Identities</i></li></ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"><li>• <i>Introduction to Differentiation</i></li></ul> <b>Topic: Exponential and Logarithmic Functions</b> <ul style="list-style-type: none"><li>• <i>Logarithms and Exponentials</i></li></ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"><li>• <i>Probability and Discrete Probability Distributions</i></li></ul>	<b>Year 12</b> <b>Topic: Functions</b> <ul style="list-style-type: none"><li>• <i>Graphing Techniques</i></li></ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"><li>• <i>Trigonometric Functions and Graphs</i></li></ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"><li>• <i>Differential Calculus</i></li><li>• <i>The Second Derivative</i></li><li>• <i>Integral Calculus</i></li></ul> <b>Topic: Financial Mathematics</b> <ul style="list-style-type: none"><li>• <i>Modelling Financial Situations</i></li></ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"><li>• <i>Descriptive Statistics and Bivariate Data Analysis</i></li><li>• <i>Random Variables</i></li></ul>
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## ASSESSMENT

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal assessment and formal assessment to provide information about student achievement of syllabus outcomes.



# MATHEMATICS EXTENSION I

**Prerequisites:** The Mathematics Extension I Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms, Functions and Other Graphs and Circle Geometry.

## COURSE DESCRIPTION

The Mathematics Extension I Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension I Year 12 course includes the Mathematics Advanced Year 12 course.

## AIM

The study of Mathematics Extension I in Stage 6 enables students to extend their knowledge and understanding of what it means to work mathematically, develop their skills to reason logically, generalise and make connections, and enhance their understanding of how to communicate in a concise and systematic manner.

## OBJECTIVES

The study of Mathematics Extension I in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

## Exclusions

Students may not study the Mathematics Extension I course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

## CONTENT

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:

<b>Year 11</b> <b>Topic: Functions</b> <ul style="list-style-type: none"><li>• <i>Further Work with Functions</i></li><li>• <i>Polynomials</i></li></ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"><li>• <i>Inverse Trigonometric Functions</i></li><li>• <i>Further Trigonometric Identities</i></li></ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"><li>• <i>Rates of Change</i></li></ul> <b>Topic: Combinatorics</b> <ul style="list-style-type: none"><li>• <i>Working with Combinatorics</i></li></ul>	<b>Year 12</b> <b>Topic: Proof</b> <ul style="list-style-type: none"><li>• <i>Proof by Mathematical Induction</i></li></ul> <b>Topic: Vectors</b> <ul style="list-style-type: none"><li>• <i>Introduction to Vectors</i></li></ul> <b>Topic: Trigonometric Functions</b> <ul style="list-style-type: none"><li>• <i>Trigonometric Equations</i></li></ul> <b>Topic: Calculus</b> <ul style="list-style-type: none"><li>• <i>Further Calculus Skills</i></li><li>• <i>Applications of Calculus</i></li></ul> <b>Topic: Statistical Analysis</b> <ul style="list-style-type: none"><li>• <i>The Binomial Distribution</i></li></ul>
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## ASSESSMENT

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal assessment and formal assessment to provide information about student achievement of syllabus outcomes.

# MATHEMATICS EXTENSION 2

(Available only in Year 12)

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

## COURSE DESCRIPTION

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

## AIM

The study of Mathematics Extension 2 in Stage 6 enables students to extend their knowledge and understanding of working mathematically, enhance their skills to tackle difficult, unstructured problems, generalise, make connections and become fluent at communicating in a concise and systematic manner.

## OBJECTIVES

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

## Exclusions:

Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

## CONTENT

The Mathematics Extension 2 course is comprised of five topics, with the topics divided into subtopics. The topics and subtopics are:

### **Year 12**

#### **Topic: Proof**

- *The Nature of Proof*
- *Further Proof by Mathematical Induction*

#### **Topic: Vectors**

- *Further Work with Vectors*

#### **Topic: Complex Numbers**

- *Introduction to Complex Numbers*
- *Using Complex Numbers*

#### **Topic: Calculus**

- *Further Integration*

#### **Topic: Mechanics**

- *Applications of Calculus to Mechanics*

## ASSESSMENT

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal assessment and formal assessment to provide information about student achievement of syllabus outcomes.

# MODERN HISTORY

## AIMS

Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world. It requires students to understand and use historical concepts and apply skills in their investigation of people, ideas, movements, events and developments of the modern world within personal, local, national, regional and global contexts.

## OBJECTIVES

Students will develop knowledge and understanding about:

- A range of features, people, ideas, movements, events and developments of the modern world in their historical context
- Continuity and change over time

Students will develop skills to:

- Undertake the process of historical inquiry
- Use historical concepts and skills to examine the modern past
- Communicate their understanding of history, sources and evidence, and historical interpretations.

Students will develop responsible values and attitudes about

- The influence of the past on the present and the future
- Contribution of the study of Modern History to lifelong learning, and active and informed citizenship.

## COURSE REQUIREMENTS AND EXPECTATIONS

To succeed in this course, students should have:

- Curiosity and imagination
- Desire to enrich their understanding of humanity
- A desire to be a lifelong learner

## Year 11 course

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of Modern History.

### 1 Investigating Modern History

- a. The Nature of Modern History
- b. Case Studies
  - ONE case study must be from Europe, North America or Australia
  - ONE case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America

### 2 Historical Investigation

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

### 3 The Shaping of the Modern World

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and meaning of modernity.

## Year 11 Assessment requirements

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%.

## **Year 12 course**

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

The course comprises a study of:

1. Core Study: Power and Authority in the Modern World 1919-1946
2. ONE 'National Studies' topic
3. ONE 'Peace and Conflict' topic
4. ONE 'Change in the Modern World' topic

Students are required to study at least ONE non-European/Western topic.

## **Year 12 Assessment requirements**

- A maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%.

# MUSIC COURSE I

Co-requisite: This course requires the student to undertake individual lessons on their primary instrument.

## AIM

The aim of Music I 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/voice. 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    | • analysing      | • recording     | • innovating |
| • organising | • moving         | • evaluating    | • responding |
| • observing  | • creating       | • discussing    |              |
| • singing    | • discriminating | • experimenting |              |
| • listening  | • improvising    | • manipulating  |              |

## 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. Topics available for study:

- |                    |                                     |  |
|--------------------|-------------------------------------|--|
| • Australian Music | • Music and Religion                | • Music of 20 <sup>th</sup> and 21 <sup>st</sup> Centuries |
| • Jazz             | • Music and the Related Arts        | • Renaissance Music  |
| • Popular Music    | • Music for Large Ensembles         | • Technology and its Influence on Music                    |
| • Medieval Music   | • Music for Small Ensembles         | • An Instrument and its Repertoire                         |
| • Baroque Music    | • Music in Education                | • Methods of Notating Music                                |
| • Rock Music       | • Music of a Culture                | • Music for Radio, Television and Multimedia               |
| • Theatre Music    | • Music of 18 <sup>th</sup> Century |  |
|                    | • Music of 19 <sup>th</sup> Century |  |

## **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 writing or arranging of music.)*

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. Development of compositional skills should represent stylistic understanding of the contexts studied. Students are able to access various music software programs including Sibelius.

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

External examination	Mark
Core Performance	20%
Core Aural Written Examination	30%
Electives: Any combination of: <ul style="list-style-type: none"><li>• Performance 20 marks</li><li>• Composition 20 marks</li><li>• Musicology 20 marks</li></ul>	Candidates may choose any combination of electives to the value of 60%*
*The marks for Core Performance and the Electives will be converted to a mark of 70 giving a total mark of 100 for the examination	



## 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 6<sup>th</sup> to 7<sup>th</sup> 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 19<sup>th</sup> Century
- Music 1900–1945
- Music 1945 to Music 25 years ago.

### ASSESSMENT

Summary of external HSC assessment

External examination	Mark
Written examination – <i>Musicology and Aural Skills</i> Four questions	35%
Practical examination Performance (15 marks) Sight-singing (5 marks)	20%
Core Composition	15%
Elective: Performance, Composition or Musicology	30%

# **MUSIC EXTENSION**

**(Available only in Year 12)**

**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**

The Extension course study is intended as a refinement and sophistication of the skills within the learning experiences of either Performance or Composition or Musicology, which should be demonstrated as follows:

### **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.

# PHILOSOPHY 137 CRITICAL THINKING

(Available only in Year 11)

Philosophy 137 Critical Thinking is offered by Macquarie University. It is a NESA 1 unit Preliminary endorsed course. Students who select Critical Thinking must apply to the University and be subject to the University's selection criteria. Therefore, acceptance into the course is not automatic. Students who are interested in the course are encouraged to express their interest, attend an Information Evening (early in Term 4) and fill out an Application Form.

Upon completion of the course, students will gain Credit points towards a degree at Macquarie University, a Certificate of completion and visit Macquarie University for an on-campus session.

Note: This course is offered by Macquarie University. They retain the right to offer or withdraw the course. A decision is usually made early in the new year.

## AIMS

This unit aims to teach the fundamentals of critical thinking and reasoning. Students learn how to construct, analyse and critically evaluate arguments, how to detect common fallacies in reasoning, and how to think logically and creatively. We teach these skills by developing practical techniques for the evaluation of reasoning, and applying them to arguments across different subject areas. Critical thinking skills are invaluable across all disciplines, and will benefit students in academic contexts and in life beyond university.

## OBJECTIVES

- To learn how to recognise the structure of arguments, and how to represent that structure in a clear, standardised form
- To learn about different types of reasoning, such as deductive and inductive reasoning and the methods of evaluation appropriate to each
- To learn to apply your critical analysis skills to real arguments from a variety of contexts, and to recognise the generalisability of these skills, and their applicability to other disciplines
- To develop critical analysis skills
- To develop problem-solving skills
- To develop creative-thinking skills

## COURSE REQUIREMENTS AND EXPECTATIONS

### SELECTION CRITERIA:

- Students have high academic ability. Coursework is at University level which is rigorous and fast-paced
- Students will have attained good results in Year 10 and achieved high Bands in NAPLAN
- Students should be suitable candidates for an extension course in Mathematics or English or both
- Students should already have developed good time-management skills. The coursework involves a self-paced curriculum requiring good independent learning skills, online access, and online submission of assignments
- Ability to attend lessons after-school for 1 hour per week as well as attendance on Saturday at the University
- Ability to communicate effectively

This course will suit students who:

- Have an interest in Philosophy
- Seek challenge beyond current school curriculum
- Want to experience University life and coursework
- Want to develop their argument and essay writing skills
- Enjoy discussion and debate
- Have an interest in world affairs and current issues

## **COURSE CONTENT**

Note: Based on the 2019 Student Unit Guide, the following is a guide to the course content. The University retains the right to change the topics from year to year.

### **Part I: What are arguments?**

- Arguments vs Explanation
- Standardisation and reconstruction of arguments
- Deductive arguments
- Inductive arguments

### **Part II: Critical Thinking and the Human Mind**

- How our Minds work
- “Automatic” thinking and Critical Reasoning
- “Social” thinking and Critical Reasoning
- The Power of Language and Image I and II

### **Part III: Fallacies**

- Identifying Fallacies
- What is Pseudo-Reasoning
- Applying to everyday arguments

## **ASSESSMENT**

Note: Based on 2019 Student Unit Guide, the following is a guide to the assessment schedule. The University retains the right to change the assessment schedule from year to year.

- |                    |     |
|--------------------|-----|
| • On Line Quiz 1   | 15% |
| • On Line Quiz 2   | 15% |
| • On Line Quiz 3   | 15% |
| • Participation 1  | 10% |
| • Participation 2  | 10% |
| • Final Assessment | 35% |

Students will receive a Grade from the University typically based on the following:

- 85 above equates to a High Distinction
- 75 above and below 84 equates to a Distinction
- 65 above and below 74 equates to a Credit
- 50 above and below 64 equates to a Pass
- Below 49 equates to a Fail grade

Students will receive a Term 3 Report from the School with feedback and comments regarding class attendance, engagement and contribution to classroom learning. All results will come from the University.

# PHYSICS

## AIM

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

## OBJECTIVES

### Skills

#### Students:

- develop skills in applying the processes of Working Scientifically.

### Knowledge and Understanding

#### Year 11 students:

- develop knowledge and understanding of fundamental mechanics
- develop knowledge and understanding of energy.

#### Year 12 students:

- develop knowledge and understanding of advanced mechanics and electromagnetism
- develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics.

### Values and Attitudes

#### Students:

- develop positive, informed values and attitudes towards physics
- recognise the importance and relevance of physics in their lives
- recognise the influence of economic, political and societal impacts on the development of scientific knowledge
- develop an appreciation of the influence of imagination and creativity in scientific research.

## Course Structure and Requirements

### Year 11

- 60 hours covering Kinematics and Dynamics.
- 60 hours covering Waves and Thermodynamics, Electricity and Magnetism.
- 15 hours (within the 120 hours) must be allocated to depth studies.

### Year 12

- 60 hours covering Advanced Mechanics and Electromagnetism.
- 60 hours covering The Nature of Light and From the Universe to the Atom.
- 15 hours (within the 120 hours) must be allocated to depth studies.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and the Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.



**Practical investigations include:**

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

**Secondary-sourced investigations include:**

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

**ASSESSMENT**

It is mandatory for 60% of formal school-based assessments to be allocated to skills in working scientifically and 40% to knowledge and understanding of course content.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

**Student Attributes**

Students who elect to study Physics will need the following attributes:

- mathematical fluency, especially with regard to algebraic functions (students studying this course should also study Mathematics Advanced as a minimum standard)
- a consistent work ethic
- clear and concise written expression
- a capacity for active learning and collaboration
- enjoy problem-solving tasks

# PRIMARY INDUSTRIES

(category B course)

At KWS it is expected that students will not study both Primary Industries and Agriculture. In exceptional circumstances, completing both courses will be considered; an interview with the Head of Agriculture will be the first step in this process.

## 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 agricultural settings. This course also provides pathways for University and other tertiary study.

There are exciting and diverse career opportunities available in the agriculture, forestry and fisheries industries in Australia. Primary industries is a hub for the most cutting-edge careers within the food and fibre industries.

## 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 Primary Industries (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:

### ❖ **AHC20116 Certificate II in Agriculture**

HSC VET courses in the Primary Industries Curriculum Framework are made up of:

- Units of competency
- associated HSC **mandatory** units of competency
- associated HSC **stream** units of competency
- HSC **elective** units of competency
- HSC outcomes and content
- Mandatory HSC work placement requirements.

## COURSE CONTENT

This course consists of:

The Primary Industries Curriculum Framework **mandatory** focus areas are:

- Chemicals
- Safety
- Sustainability
- Weather
- Working in the industry.

The Primary Industries Curriculum Framework **stream** focus areas are:

- Livestock health and welfare
- Plant pests, diseases and disorders.

The Primary Industries Curriculum Framework **HSC elective pool** focus areas are:

- Biosecurity
- Broadacre cropping
- Chemicals
- Dairy
- Drainage
- Equine
- Fauna
- First aid
- Horse breeding
- Indigenous land management
- Infrastructure
- Irrigation
- Landscape
- Landscape cont/d
- Livestock
- Machinery operation and maintenance
- Natural area restoration
- Nursery
- Parks and gardens
- Pest management
- Plants
- Production horticulture
- Shearing
- Soil and water conservation
- Soils and media
- Wool
- Work

## **HSC outcomes and content**

An external written Higher School Certificate examination will be conducted. Students must address **all of the mandatory focus areas** plus **one stream focus area**.

## **Course Requirements and Expectations**

A strong work ethic, high standards during application and task completion are required to complete this course.

## **Work Placement**

As an integral part of this course, all students **MUST** spend a minimum of 70 hours undertaking closely supervised, structured industry training in a workplace setting.

## **ASSESSMENT**

VET courses are competency based courses. This means that assessment is based on the 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, students need to:

- Meet attendance requirements.
- Complete all mandatory work placement hours.
- Complete all written competency tasks to an acceptable standard.
- Complete all practical competency tasks to an acceptable standard.
- Meet all of the assessment requirements of each unit of work.

Students will be assessed with class testing, formal examinations and students will undertake an external HSC written examination.

# 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 computer programming and information technology

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

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 pre 1945

### HSC course (Year 12)

#### 1 unit and 2 unit

- Religion and Belief Systems in Australia post-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 will 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
- Influence of culture on design
- Fabric decoration
- 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
- Textile arts
- Furnishings
- Non-apparel
- Costume

**The Major Textiles Project has TWO components:**

#### **1 Supporting documentation:**

- design inspiration
- project manufacture specification
- visual design development
- investigation, experimentation and evaluation

#### **2 Textile item(s)**

- Student's projects must be of a scale that fits into specific packaging requirements.

## **ASSESSMENT**

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal assessment and formal assessment to provide information about student achievement of syllabus outcomes.

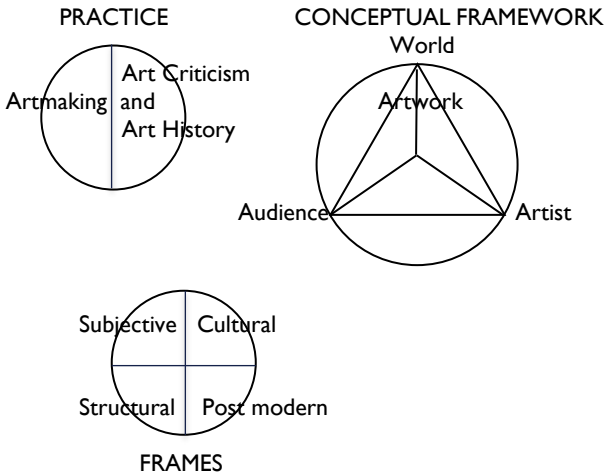
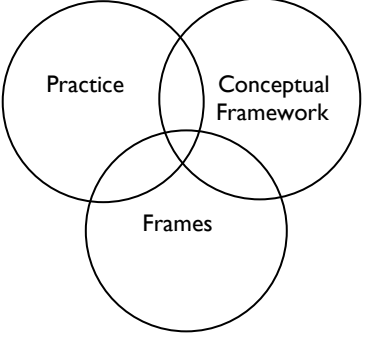
# VISUAL ARTS

## 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

Preliminary Course	HSC Course
Outcomes	Outcomes
<p><b>CONTENT</b></p> 	<p><b>CONTENT</b></p> 
<p><b>Course Requirements</b> A focus on the key components and concepts that need to be known in the visual arts through:</p> <ul style="list-style-type: none"> <li>The content of practice, conceptual framework, frames</li> <li>Making artworks in at least 2 forms eg sculpture, printmaking</li> <li>Use of a process diary VAPD</li> <li>Broad investigation of ideas in art criticism and art history</li> </ul>	<p><b>Course Requirements</b> A focus on more interpretive investigations and relationships through:</p> <ul style="list-style-type: none"> <li>The content of practice, conceptual framework, frames</li> <li>The development of a Body of Work</li> <li>Use of a process diary VAPD</li> <li>Investigation of content through at least 5 case studies in art criticism and art history</li> </ul>
<p><b>Assessment</b> School-based assessment: Art marking (50%) Art criticism and art history (50%)</p>	<p><b>Assessment</b> 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%)</p>

**\*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. There are also restrictions on the use of some subject matter.