FOREWORD

There are many different ways of analysing and describing the work of education in contemporary society. One useful way has been created under the heading of The Four Pillars for Education in the Twenty First Century. In choosing subjects for her senior studies, a girl and her family might find it profitable to consider if her course of study rests on these pillars.

1. Learning to Know. What knowledge comes with the subjects and how does it build on prior learning? What new and challenging knowledge comes with these subjects? What is intriguing and useful about the knowledge of the subjects? Can this knowledge be gained in some way other than as a specific senior secondary course?

2. Learning to Do. What practical skills are taught in these subjects? What new skills will be gained? How will these skills be used in learning during other stages of life? What skills need to be used confidently by the end of the HSC year? How will these subjects help to achieve this goal? How will these skills help achieve other important life goals? Can these skills be gained in some other way than through a specific senior secondary course?

3. Learning to Live Together. How will these subjects assist in a mature understanding of how humans live together harmoniously? How do these subjects give an experience of building community to students?

4. Learning to Be. How will these subjects assist in gaining self knowledge? How will these subjects enable a student to know the difference between “doing” and “being”? How will these subjects help a student to grow in self acceptance? How will these subjects help a student grow in virtue?

Pillars One and Two are supported by the professional expertise of Brigidine teachers and the learning experiences of their classrooms. Learning to Know and Learning to Do are also the province of the NSW Board of Studies Curriculum which informs all learning at Brigidine.

Pillars Three and Four rely heavily on the ethos and the co curricula learning we construct at Brigidine Randwick. The school community must be explicit about how it achieves harmony and who it says it is. This is achieved through our Catholic tradition and our Brigidine tradition. While Learning to Live Together and Learning to Be are assisted by intellectual knowledge, they are best taught experientially in a community that achieves a strong degree of harmony each day and has a unique way of being. There are many activities throughout the year where Brigidine students are immersed in Pillar Three and Four learning which does not take place in the classroom. On the other hand the classroom itself is a small community where students work together and where there are many challenges which help a young woman know herself more deeply.

Finally all students have the reflective imagery of the school motto “Fortitier et Suaviter” No matter the course of study, a senior girl at Brigidine experiences learning that leads her to her future life, that complex, unpredictable web of skill and knowledge, with the ability to judge when to be strong, when to be gentle and when she is able to be both.

Ms. Kate Edmondson
PRINCIPAL
## COLLEGE EXECUTIVE:
- Ms Kate Edmondson: Principal
- Ms Brigid Taylor: Assistant Principal
- Mr Mark Baldwin: Administration Coordinator
- Mrs Christina Day: Religious Education Coordinator
- Mr Anthony Morgan: Curriculum Coordinator

## PASTORAL and GUIDANCE RESPONSIBILITIES:
- Mrs Sue Horne: Year 12 Coordinator
- Ms Narelle Watson: Year 11 Coordinator

## KLA and SUBJECT COORDINATORS:
- Ms Brigid Taylor: H.S.I.E. (Geography / History)
- Mrs. Karen Atkins: PD/Health/PE
- Ms. Fiona Foster: Drama
- Ms. Monica Jarman: English
- Mr Anthony Morgan: VET
- Mrs. Kate Elder: Sport
- Mrs. Donna Ginzburg: Technological and Applied Studies
- Mrs. Sue Egan: Mathematics
- Ms. Jacqueline Ainsworth: Music
- Ms. Deirdre Brennan: Visual Arts
- Mr. Mark Baldwin: H.S.I.E. (Commercial)
- Ms. Phyllis Tapp: Science
- Mrs Monica Johnson: Languages Other Than English

## CAREERS ADVISOR:
- Mr. Grant McIntosh

## COLLEGE COUNSELLOR:
- Ms Deb Skinner
STRUCTURE OF COURSES IN THE SENIOR COLLEGE

The syllabuses for all Stage 6 (Year 11 and Year 12) subjects have been divided into two parts, the Preliminary Course and the HSC Course.

Work covered in the Preliminary Course will not be directly examined in the HSC Examination but it is still a very important part of senior study for two reasons.

1. Students who do not satisfactorily complete a Preliminary Course are ineligible to continue to the HSC Course.

   The Board of Studies has advised that students are eligible to progress to the HSC Course unless, in the principal's view, there is sufficient evidence that the student has:
   a) followed the course developed and endorsed by the Board
   b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
   c) achieved some or all of the course outcomes

2. The work in the Preliminary Course provides the basis for the HSC Course. Students who have not a good grasp of the content and skills of the Preliminary Course may find it difficult to do well in the HSC Course

PRELIMINARY AND H.S.C. COURSES

Satisfactory completion of the Preliminary Course is a pre-requisite for entry into a HSC Course. For examination purposes, the Preliminary Course is to be regarded as assumed knowledge which has been covered by all candidates. Examination specifications ensure that the major focus of the HSC examination will be on HSC course content.

All Preliminary Course work in a subject must be completed to gain a Year 11 Record of Achievement. The Principal will be required to certify satisfactory completion.

ACCUMULATION OF COURSES

Pathways allows for the possibility of a student accumulating courses for the HSC over a number of years.
**HSC EXAMINATION and HSC ASSESSMENT**

At the end of Year 12 students sit for a Higher School Certificate Exam in all Board Developed Courses, except for Vocational Education and Training (VET) Courses, where students may opt to sit for an exam.

Students who are studying a Content Endorsed Course and Board Endorsed Course, do not sit for an external exam at the end of Year 12.

The results of their work in these courses through the year are reported as an assessment mark on their HSC Testamur, except for VET Courses.

**SENIOR SCHOOL ASSESSMENT**

Students follow a formal Assessment Program in both the Preliminary year and the HSC year. Students will complete Preliminary Assessment tasks in the Preliminary Course but these marks do not form part of their HSC Assessment.

In each HSC course (except for VET courses) students complete Assessment Tasks as part of the HSC requirements and it is these marks which will be used to constitute the Assessment Mark which is submitted to the Board of Studies at the end of the HSC year.

The rules relating to Senior Assessment are fully outlined in the Senior Assessment Handbook which is issued to students during Year 11.

**PURPOSE OF THE HSC ASSESSMENT**

The purpose of the school Assessment in reporting for the Higher School Certificate is to provide a summative measure of a student’s achievement based on;

1. a wider range of syllabus outcomes than may be measured by the external examination alone, although it must cover all the objectives measured by the examination;

2. multiple measures and observations made throughout the Higher School Certificate course rather than at a single, final examination

Measuring achievement at points during the course may provide a better indication of student achievement than a single, final examination as it increases the accuracy of the final assessment of each student’s achievement by using multiple measures as well as catering for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. practical, research or fieldwork skills). Therefore it broadens the base of the student’s assessment.
STANDARDS REFERENCED ASSESSMENT

The Higher School Certificate uses a standards referenced approach for assessment and reporting.

In a standards referenced approach the performance of a student is assessed and reported against specified standards of achievement that are established for each course. Once established these standards remain constant.

Students benefit from the introduction of a standards referenced approach to HSC Assessment as:

1. the marks students gain in a subject will be aligned with descriptions of what they know and what they can do
2. marks will reflect the standards actually achieved by students rather than just indicating a position in a predetermined distribution
3. there will be more meaningful and detailed reports with clear descriptions of different levels of performance
4. students who meet or exceed the minimum standard expected will receive a mark of 50 or more

In the HSC the term standards refers to Syllabus Standards i.e. the knowledge, skills and understandings expected to be learned by students and Performance Standards i.e. the different levels of achievement attained by the student in the knowledge and skills of each course. These different levels of achievement are summarised in the description of a student performance according to specific bands on a performance scale.
ASSESSMENT INSTRUMENTS

The instruments used in the various Assessment tasks could include both formal test situations and less formal, but none the less systematic observations of student performance. In a particular subject these may involve some or all of the following:

1. written, practical, oral and aural tests
2. class assignments including essays and practical tasks
3. research tasks of varying degrees of length and complexity
4. oral presentations

IT IS IMPORTANT THAT STUDENTS UNDERSTAND THAT THEIR FINAL ASSESSMENT MARK CONTRIBUTES TO 50% OF THEIR H.S.C.

THE PURPOSES OF MODERATION

The Assessment Mark which appears on the Higher School Certificate is a moderated mark. The Board of Studies uses moderation procedures in processing schools' assessments to ensure that students are not advantaged or disadvantaged by the patterns of marks used by their school for the assessments. These procedures, based on each school's performance in the external examination in the appropriate course, will retain the school's judgement of order-of-merit and relative differences between students but adjust the assessment to a common standard for all schools to ensure statewide comparability.

Because final Assessment Marks are moderated the Board of Studies has advised schools that students are not to be informed of their final assessment mark. Students are, however, informed of their final ranking in each course.

In the VET subjects such as Hospitality and Business Services students do not receive an assessment mark as these subjects are competency based. In competency based subjects the purpose of assessment is to determine the student’s level of achievement in a range of competencies, which are specific to each subject.
REPORTING OF SENIOR SCHOOL RESULTS

Year 11 reports are issued in Semester 1 and at the end of the Preliminary Course.

Year 12 reports are usually issued in May and at the end of Term 3.

RECORDS OF ACHIEVEMENT

These will be issued to students in the following categories:

a) all students satisfactorily completing Year 11. The Year 11 Record of Achievement will indicate courses satisfactorily completed.

b) all students completing Year 12, whether they undertake the Higher School Certificate examinations or not.

Students leaving before completing their Higher School Certificate examinations will be eligible for the Record of School Achievement (RoSA). It will be cumulative, showing a student's achievement until the time they leave school

- It will be based on school-based assessment
- It will be able to be reliably compared between students across NSW
- It will give students the option of taking online literacy and numeracy tests
- It will offer a means of recording extra-curricular achievements.

REPORTING HSC RESULTS

Year 12 students will receive a suite of Documents which include:

- THE HSC TESTAMUR
- THE RECORD OF ACHIEVEMENT

if all requirements met

- A COURSE REPORT
- A COURSE REPORT

which summarises results awarded in each course

which details achievement in each course
THE HSC TESTAMUR

Students' results in Board determined courses are reported in the following way on the Higher School Certificate Testamur.

a) a moderated school assessment mark is shown. This is derived from the Assessment Mark provided by the school for each student. These school based assessment marks are moderated against the student’s performance in the HSC Examination.

b) an examination mark.

c) an HSC mark. The moderated assessment and the examination mark will be averaged to produce the student’s HSC mark.

d) a Performance Band. A scale of marks from 0-100 accompanied by 6 bands or levels of achievement and specific descriptions of what student performance typically involves in each of the different bands - i.e. what the student knows and what the student can do.

Students receive their Australian Tertiary Admission Rank (ATAR) separately from their Testamur.

A Course report will be issued for each course.

The report will include:

a) an HSC mark located in one of the performance scale bands with a description of the knowledge, skills and understandings typically demonstrated by students in that band.

b) an assessment mark out of 100.

c) an examination mark out of 100.

A mark of 50 out of 100 on the performance scale will correspond to the minimum standard expected as determined by the examiners in each subject.

One unit courses are reported as a mark out of 50 for both assessment and examination.

THE RECORD OF SCHOOL ACHIEVEMENT

From 2012, eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). Information on the RoSA can be found at the Board of Studies website: http://www.boardofstudies.nsw.edu.au/rosa/

When fully implemented the RoSA will:

- Be a record of the full range of student achievements right up to the day they do their HSC or leave school.
- Provide an electronic record of achievements that students can use at any time.
- Use assessment by teachers in schools, moderated by the Board of Studies NSW to ensure reliability and fairness of grades.
- Provide the capacity to record vocational courses and students’ vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards.
- Offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year from next year.
Who will get it?
Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.

When will they get it?
A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?
A RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

Why give grades?
Grading is a way of showing a student’s level of achievement in a course in a way that can be compared fairly between individual students. Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

How will students get grades?
A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the Board of Studies NSW for inclusion on the RoSA if required.

---

CHOOSING SUBJECTS FOR SENIOR SCHOOL

When choosing subjects for Senior School, students must take into consideration their career aspirations, their ability, their interests and their application to study.

Students who aim to enter the work force at the end of Senior School need to choose subjects which are relevant to the career in which they are interested.

Students need to be aware that there are certain mandatory requirements which they must follow in their pattern of study if they are to be eligible for the award of a Australian Tertiary Admission Rank (ATAR).

Brigidine College offers a wide range of Senior School subjects from which to choose and these subjects are listed on the Subject Choice form and are included in this Handbook.

Students can also study HSC subjects at the Saturday School of Community Languages, at the Open High School and at other institutions.
TYPES OF SENIOR SCHOOL COURSES

BOARD DEVELOPED COURSES

The majority of subjects that schools in New South Wales offer are Board Developed courses. These courses include subjects such as English, Mathematics, Physics, Geography, Food Technology, Hospitality Operations etc. These courses have been developed by the Board of Studies and contribute to a student’s attainment of the HSC and an ATAR. These courses are examined externally at the end of the HSC year.

Some Board Developed Courses have dual accreditation. This means that Students who study these courses can gain accreditation towards a TAFE course. The industry training gained by studying these courses is recognised by the relevant industry and these courses contribute to the student’s HSC and may contribute towards their ATAR.

BOARD ENDORSED COURSES

These are two types of Board Endorsed Courses - Content Endorsed Courses and School Designed Courses. Content Endorsed Courses are developed by the Board of Studies to cater for areas of special interest which are not covered in the Board Developed Courses. TAFE Delivered Courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board. Schools can also design special courses in order to meet their students’ needs. The Board of Studies must approve these courses. Schools can also design special courses in order to meet student needs. Once approval is granted, schools may offer these courses to senior students as part of their Higher School Certificate.

Some Board Endorsed Courses are one year courses and if they are studied in the Preliminary Year (Year 11) they appear on the Record of Achievement for that year. If they are studied in the HSC year they appear on the HSC Record of Achievement but they do not count in the calculation of the ATAR.

BOARD ENDORSED COURSES (SCHOOL DEVELOPED)

These courses have been developed by the College and have been endorsed by the Board of Studies and contribute to the student’s attainment of the HSC but do not count toward their ATAR.

CONTENT ENDORSED COURSES

These courses have been developed by the Board of Studies and contribute to the student’s attainment of the HSC but not their ATAR. Students may study these courses in Year 11 only. Some Content Endorsed Courses have dual accreditation. This means that Students who study these courses can gain accreditation towards a TAFE course. The industry training gained by studying these courses is recognised by the relevant industry and these courses contribute to the student’s HSC and may contribute towards their ATAR.
VOCATIONAL EDUCATION and TRAINING CURRICULUM FRAMEWORK COURSES

These HSC courses are designed to meet the needs of a number of industries. They are competency based courses. This means that students are assessed on how well they can perform certain tasks as well as how much knowledge and understanding they have about certain topics and skills. There are optional Higher School Certificate Examinations at the end of these courses for students who want to include their VET course in the calculation of their ATAR.

These courses currently have Category B status. Students are able to include 2 units of Category B courses in the calculation of their ATAR. At Brigidine the VET courses Business Services and Hospitality Operations are offered. They are both 2 unit courses completed over 240 hours over two years.

VET courses are recognised by the Board of Studies and the Vocational Education and Training Accreditation Board (VETAB). This is called dual accreditation. Students who successfully complete a Vet course receive a certificate, additional to their HSC that is issued by the Board and authorised by VETAB.

All VET students have a competency record log. This contains a list of all the learning outcomes that a student could achieve. It is a permanent record.

VET students wanting to gain a higher certificate or diploma qualification at TAFE and some other tertiary institutions can obtain recognition for the VET courses undertaken at school. This means that some courses can be completed in a shortened period of time.

Work Placement is a mandatory VET component of all VET courses. This provides on the job training and the opportunity for students to enhance the competencies they gain in class. Students currently do one week of work placement in Year 11 and one week in Year 12. Students are placed with a suitable employer. They do not have to find their own work placement.

VET courses can assist students to gain employment in a variety of industries and can assist them in securing a traineeship or apprenticeship.

PATTERN OF SENIOR STUDY AT BRIGIDINE COLLEGE

The majority of HSC subjects are offered at a 2 unit level, meaning they are a 120 hour course per year. Students studying 2 unit subjects will be awarded a mark out of 100 in their school assessment and in the HSC examination mark. At Brigidine College all students are advised to study 13 or 14 units during their Preliminary year. This will give them more flexibility when determining their pattern of study for their HSC year in Year 12.

At the end of the Preliminary Year, students finalise their HSC pattern of study. At Brigidine all students are advised to study a minimum of 11 units in their HSC year. If, after consultation with parents, teachers, the Curriculum Coordinator and Principal, a student may study 10 units in Year 12.

It is expected that any student undertaking an extension course in their Preliminary Year will have achieved an A grade in the corresponding subject in Stage 5 (Year 10). Any student undertaking an extension course without achieving an A grade in Stage 5 will be required to undertake a pattern of study that contains 14 units.
In the matter of their subject choices and future career options, students are given ongoing support by College staff. However, the final decision remains that of the student and her parents. Students are advised to choose wisely so as to maximise their options with regard to their pattern of study.

MANDATORY REQUIREMENTS FOR HSC & ATAR

In choosing subjects for Years 11 and 12 students need to be aware of the mandatory requirements for attaining a Higher School Certificate and a Australian Tertiary Admission Rank. The mandatory requirements for the HSC are outlined below.

H.S.C. STUDY REQUIREMENTS

For the award of the HSC students must study:

- At least 6 units from Board Developed courses including at least two units of a Board Developed Course in English.
- At least 3 courses of two units value or greater
- At least four subjects (including English)
- At most six units of courses in Science can count towards Higher School Certificate eligibility.

While students must study at least six units of Board Developed courses the remaining units can include Content Endorsed courses or Board Endorsed courses.

2 Units of English is compulsory.

MANDATORY REQUIREMENTS FOR THE ATAR

Rule 1 - Eligibility for ATAR:
- at least 10 units of Board courses including at least 2 of English, at least 3 courses of 2U value or greater and at least 4 subjects)

Rule 2 - Calculation of the ATAR:
- based on 10 Units of Board courses
- the best 2 Units of English
- the best 8 remaining units but no more than two units of Category B subjects. Category B subjects for Years 2012 and 2013 HSC examinations are VET courses such as Business Services and Hospitality.
Australian Tertiary Admission Rank (ATAR)

Entrance into tertiary courses in NSW and the ACT depends on a score called the Australian Tertiary Admission Rank (ATAR). The Universities calculate the ATAR for every student who completes the necessary pattern of studies.

The ATAR is a number between 0 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC which assists universities in ranking applicants for university selection.

Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR. Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.

The ATAR is calculated by the universities and is released by the Universities Admission Centre (UAC). Students should be aware that it is their rank relative to other HSC students which determine what ATAR they will receive.

HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time as they receive their HSC results from the Board of Studies.

For students who do not meet the ATAR rules as outlined on this page, the statement “Not Eligible for an ATAR” will appear on the ATAR Advice Notice.
INFORMATION ON HIGHER EDUCATION COURSES

MATRICULATION
Matriculation is the minimum educational qualification necessary for entry into an undergraduate course, but it does not ensure admission to a particular course. All courses have quotas and the cut-off mark for admission varies from course to course. For matriculation universities require that students have sat for at least ten units of approved subjects, including 2 units of English and have achieved the required aggregate of marks in the best ten units of Board Developed Courses including 2 units of English.

In calculating the aggregate for each student an average of the examination mark and the moderated school assessment for each course is used.

PRE-REQUISITES AND ASSUMED KNOWLEDGE
Before selecting subjects, students are advised that they should check the pre-requisites or assumed knowledge for entry into the particular courses or subjects which interests them. A booklet published by Universities Admission Centre, University Entry Requirements 2017 for Year 10 students, outlining all courses and subject requirements will be available from the school. Please contact the Career’s Advisor for any questions you may have.

Students should check all pre-requisites carefully and try to leave open as many career options as possible. However, it is foolish for a weak Science student, for example, to burden herself with Chemistry and Physics at which she will perform very poorly, just to leave open an alternative which, because of her abilities, was always unattainable. Remember to choose career options which fit an appropriate choice of courses.

The Careers Adviser will be available to discuss career options with any of students or their parents. Teachers and KLA/Subject Co-ordinators can also advise students on appropriate courses.

In the matter of their subject choices and future career options, students are given ongoing support by College Staff.
However, the final decision remains that of the student and her parents.

It is also the responsibility of each student wishing to study at a tertiary level, to familiarise herself with the specific requirements for both the Tertiary Institution and faculties within that institution.

The booklet published by the University Admissions Centre indicates the pre-requisites and assumed knowledge that some faculties expect before a student is eligible to enrol in a specific course at University

A Pre-Requisite is a requirement that a prescribed level of achievement be reached at the Higher School Certificate examination before enrolment in a first year subject is permitted.

Assumed Knowledge is a level of achievement at the Higher School Certificate examination considered desirable for successful study in a first year subject or degree program, expressed as a recommendation rather than a formal requirement.

Some HSC subjects will give students advanced standing in certain courses at TAFE. Board-endorsed JSST Courses will give credit at TAFE and preference for re-enrolment at TAFE but will not contribute to the ATAR. VET courses give students credit transfers into the relevant Certificate or Diploma courses.
When there is strong competition among school leavers for entry into certain university courses, clearly some forms of selection will be used to allocate places. As Higher School Certificate courses vary in their degree of difficulty, scaling is a method used to standardise marks obtained by candidates in different courses. The standardised marks are then added to get the ATAR.

There is no concept of 'pass' or 'fail' associated with the ATAR. A student with an ATAR below 50.00 cannot be said to have 'failed'. It simply means that at least 50% of the candidature performed better than this student. The student may still have performed better than a large number of other students.

The reason the ATAR is calculated is that it provides the students with more information on their achievements relative to other students. By looking at their ATAR students are immediately given an indication of their position in the State based on their overall performance.

It is not possible to obtain this information directly by looking at the HSC results.

The universities use the ATAR in their selection process. The cut offs for entry to all courses will be reported in terms of the ATAR.
H.S.C. COURSE DESCRIPTIONS
Course: Ancient History

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description:
Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.

The Preliminary course is structured for students to investigate:
- people, groups, events, institutions, societies and historical sites;
- archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The course provides a background for students’ more specialised HSC studies.

In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus an ancient society, an historical period, and a core study.

Main Topics Covered

<table>
<thead>
<tr>
<th>PRELIMINARY COURSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: Introduction 40%</td>
</tr>
<tr>
<td>(a) Investigating the Past: History, Archaeology and Science –20%</td>
</tr>
<tr>
<td>(b) Case Studies – at least one – 20%</td>
</tr>
<tr>
<td>At least ONE case study will be undertaken.</td>
</tr>
</tbody>
</table>

| Part II: Studies of Ancient Societies 40% |
| At least ONE study of ancient societies will be undertaken. |
| The case study and the ancient society will be chosen from different civilisations, which could include non-Mediterranean examples such as Asia, Central and South America. |

| Part III: Historical Investigation 20% |
| Students will investigate an aspect of a case study or an ancient society different from that undertaken in Part I and Part II. The historical investigation can be integrated into any aspect of the Preliminary course and may be conducted individually or as part of a group. |

| HSC COURSE: |
| The course comprises a study of: |
| Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum 25% |

| Part II: ONE Ancient Society 25% |

| Part III: ONE Personality in Their Time 25% |

| Part IV: ONE Historical Period 25% |

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination in four parts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Research</td>
</tr>
<tr>
<td>- Source Analysis</td>
</tr>
<tr>
<td>- Oral and Written Communication</td>
</tr>
<tr>
<td>- Examination</td>
</tr>
</tbody>
</table>
Course: Biology

2 units for each of Preliminary and HSC
Board Developed Course

Course Description:
Biology is the study of life. The Preliminary course incorporates the study of the mechanisms and systems living things use to obtain, transport and use material for their own growth and repair; biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics from generation to generation. Diseases and their causes are investigated along with how the body responds to potential infection. The options cover a wide variety of interest topics and draw on the increased information and understanding provided by improved technology to examine these areas of current research.

Main Topics Covered:
Preliminary Course
- A local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

HSC Course
Core Topics
- Maintaining a Balance
- Blueprint of Life
- The search for Better Health

Option
- Communication

Particular Course Requirements:
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination Core</td>
<td>75</td>
<td>Knowledge and Understanding</td>
<td>40</td>
</tr>
<tr>
<td>Core Option</td>
<td>25</td>
<td>Practical and Investigative Skills</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Solving and Communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
COURSE: Business Services VET (BSB07)

2 Units for each Preliminary and HSC
Board Developed Course

Course Description: Accredited for HSC and Nationally Recognised Vocational Qualification. This course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the Business Services Industry. It also provides skills, knowledge and experiences – such as teamwork, communication and occupational health and safety – that are transferable to other industry areas.

Main Topics Covered:
BSBCMM 201A Communicate in the workplace
BSBCUS 201A Deliver a Service to customers
BSBIND201A Work Effectively in a business environment
BSBWOR 204A Use Business Technology
BSBWOR203A Work effectively with others
BSBSUS201A Participate in environmentally sustainable work practices

Course Requirements: (Compulsory)
Work Placement is one week in Year 11 and one week in Year 12.

Assessment:
Competency Assessment
This is a competency based course. This means that the student’s performance is judged as either Competent or Not Yet Competent against a prescribed standard. Assessment of competence involves the assessment of skills and knowledge combined. There is no mark awarded in competency based assessment however, examination results are reported to parents.

Students will be progressively assessed as competent or not yet competent in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor.

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

External Assessment – HSC Examination
The HSC examination for Business Services is optional but needs to be sat for if Business Services is to be counted in obtaining an ATAR Score. It involves a 2 hour written examination made up of multiple choice, short response and extended response questions.

The questions will be drawn from the examinable units of competency, the HSC Requirements and Advice and associated employability skills as shown in the syllabus.

The examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of a student to receive the Nationally Recognised Vocational Qualification.

Qualifications:
- Students who are assessed as competent in all the Units of Competency in this course are eligible for Certificate II in Business. (BSB20112)
- Students who are assessed as competent for some Units of Competency will be eligible for a Statement of Attainment showing partial completion of Certificate II (BSB20112)

Competency means being able to do a task or skill effectively
**Course:** Business Studies

2 units for each of Preliminary and HSC

**Board Developed Course**

**Course Description:**
Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

**Main topics Covered:**

**Preliminary Course**
- Nature of Business 20% of course time
- Business Management 40% of course time
- Business Planning 40% of course time

**HSC Course**
- Operations 25% of course time
- Finance 25% of course time
- Marketing 25% of course time
- Human Resources 25% of course time

**Particular Course Requirements:**
In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

**Assessment:**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Knowledge and Understanding</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Stimulus-based Skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Inquiry and Research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Communication of Business</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Information</td>
<td></td>
</tr>
</tbody>
</table>

100

**Excursions:**
Students will be expected to attend excursions to selected businesses in order to apply their knowledge to actual case studies.
Course: Catholic Studies

1 unit for each of Preliminary and HSC Board Developed Course

Exclusions: Studies of Religion II

Course Description:
Catholic Studies promotes a sound Catholic understanding of personal development and sexuality education. As well as contributing to and enhancing the Catholic life of the school, the course also promotes the understanding and respect for the faith and religion of the students whose religion is other than Catholic.

Main Topics Covered:

Preliminary Course
- Nature of Religion
- Being Catholic
- Christology

HSC Course
- Moral Issues
- Praying through the Liturgy
- Mary and Women in the Scriptures
- Justice and Compassion

Assessment:

<table>
<thead>
<tr>
<th>Preliminary Internal Assessment</th>
<th>Weighting</th>
<th>HSC Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Nature of Religion</td>
<td>10</td>
<td>Section I: Praying through the Liturgy and Moral Issues</td>
<td>10</td>
</tr>
<tr>
<td>Multiple choice and short answer questions</td>
<td></td>
<td>Short answer and extended response</td>
<td></td>
</tr>
<tr>
<td>Section II: Being Catholic</td>
<td>15</td>
<td>Section II: Mary and Women in the Scriptures</td>
<td>15</td>
</tr>
<tr>
<td>Writing Task</td>
<td></td>
<td>Writing Task</td>
<td></td>
</tr>
<tr>
<td>Section III: Christology</td>
<td>25</td>
<td>Section III: Justice and Compassion</td>
<td>25</td>
</tr>
<tr>
<td>Oral</td>
<td></td>
<td>Oral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
Course: Chemistry

2 units for each of Preliminary and HSC
Board Developed Course

Course Description:
Chemistry is the study of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

The HSC course builds on and extends the concepts developed in the Preliminary expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the type and effect of chemicals that have been released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a wide variety of interest topics and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Main Topics Covered:
Preliminary Course
- The Chemical Earth
- Metals
- Water
- Energy

HSC Course
Core Topics
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following:
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td>75</td>
<td>A variety of tasks including practical work, research and examinations</td>
<td>40</td>
</tr>
<tr>
<td>Core Option</td>
<td>25</td>
<td>Knowledge and Understanding</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical and Investigative Skills</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Solving and Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** Community and Family Studies  
2 units for each of Preliminary and HSC  
Board Developed Course  
**Exclusions:** Nil

**Course Description:**  
Community & Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

**Main Topics Covered:**  
**Preliminary Course**  
**Resource Management**  
- Basic concepts of the resource management process. (Indicative course time: 20%)  
**Individuals and Groups**  
- The individual’s roles, relationships and tasks with 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**  
**Research Methodology**  
Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)

**Groups in Context**  
- The needs of specific community groups. (Indicative course time: 25%)

**Parenting and Caring**  
- Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)

**HSC Option Modules** (Select one of the following, Indicative course time: 25%):  
**Family and Societal Interactions**  
- How government and community structures support and protect family members throughout the lifespan.

**Social Impact of Technology**  
- The impact of evolving technologies on individuals, families, work and communities.

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

**Particular Course Requirements:**  
As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination:</td>
<td></td>
<td><strong>Core</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Section I</strong></td>
<td></td>
<td>Research Methodology</td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td>10</td>
<td>Groups in Context</td>
<td>75</td>
</tr>
<tr>
<td>Part B</td>
<td>15</td>
<td>Parenting and Caring</td>
<td>25</td>
</tr>
<tr>
<td>Part C</td>
<td>50</td>
<td><strong>Options</strong></td>
<td></td>
</tr>
<tr>
<td>Groups in Context</td>
<td></td>
<td>Families and Societal Interactions</td>
<td></td>
</tr>
<tr>
<td>Parenting and Caring</td>
<td></td>
<td>Social Impact of Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Section II</strong></td>
<td>25</td>
<td>Individuals and Work</td>
<td></td>
</tr>
<tr>
<td>Families and Societal Interactions</td>
<td></td>
<td>Assess modules using a combination of HSC examination-type tasks and non HSC examination-type tasks.</td>
<td>100</td>
</tr>
<tr>
<td>Social Impact of Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals and Work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100  
100
**Course:** Design & Technology

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

**Course Description:**  
Students study design and factors in relation to design projects.  
In the Preliminary course students study designing and producing which includes the completion of two design projects.

In the HSC course students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing which includes the completion of a Major Design Project.

**Main Topics Covered:**

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

**HSC Course**  
Innovation and Emerging Technologies including a case study of innovation. The study of designing and producing includes a Major Design Project and folio.

**Particular Course Requirements:**  
In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, students work on a major design project and the presentation of a case study. Design and Technology students are charged an additional fee. At present this is $40.00 per student per term and includes ALL excursions, design drawing workshops and specialist presenters.

**THIS SUBJECT CONTRIBUTES TO THE ATAR**  
This course may articulate with TAFE courses ensuring the students will be granted credit transfer in future TAFE studies.

**Assessment  HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| *Section I:* A one and a half hour written exam  
Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study. | 40 | Assessment will be based on the HSC Course content including project work. | 100 |
| *Section II:* Major Design Project  
Project proposal  
Folio  
Product, system or environment | 60 | 100 | 100 |
Course: Drama

2 units for each of Preliminary and HSC

Board Developed Course  Exclusions: Nil

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

Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.

HSC Course content
The core components of Australian Drama, and Studies in Drama and Theatre are studied theoretically and practically. Theoretical work includes text study, cultural and historical context and theatrical theory. Practical work includes performance techniques, theatrical style and technical theatre.

Group Performance is compulsory and is an original drama of 8-12 minutes duration. This piece is developed and performed by 3-6 students in any theatrical style / combination of styles.

For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered:

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

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

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

Assessment HSC course only:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>A 90 minute Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core)</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>Studies in Drama and Theatre</td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Earth and Environmental Science

2 units for each of Preliminary and HSC Board Developed Course

Course Description:
Earth and Environmental Science is the study of the planet Earth, its environments and processes. It looks at the changes that have occurred in the Earth’s environments over the deep time history of the Earth and seeks to explain these changes in terms of the interaction between the Earth’s tectonic processes, atmosphere, water cycles and life.

The preliminary course develops the students’ knowledge of the origin of the Earth and its environments and how life has modified the Earth and its atmosphere. It develops the concept that the Earth is a dynamic planet and examines how the theory of Plate Tectonics provides a framework for understanding large scale changes in the lithosphere. The importance of water in maintaining Australian environments and how water resources can be managed sustainably is emphasized. All these concepts are put into practice in a study of the local environments which involves field work and laboratory based investigations.’

The HSC course builds on the concepts developed in the Preliminary course. It examines how tectonic processes are still actively changing the planet and influencing climate and consequently how people live. Fossil evidence for how life has evolved and changed the planet over time is examined in some detail with some emphasis on Australian environments, including global warming, ozone depletion and environmental pollution.

Main Topics Covered:

Preliminary Course
- Planet Earth and its Environment – a Five Thousand Million Year Journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course
Core Topics
- Tectonic Impacts
- Environments Through Time
- Caring for the Country

Option
- Mining and the Australian Environment

Particular Course Requirements:
The Preliminary course includes a field study related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination Core</td>
<td>75</td>
<td>Knowledge and Understanding</td>
<td>40</td>
</tr>
<tr>
<td>Option</td>
<td>25</td>
<td>Practical and Investigative Skills</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Solving and Communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

100
**Course:** Economics

2 units for each of Preliminary and HSC

Board Developed Course  

**Exclusions:** Nil

**Course Description:**
Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students’ knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

**Main Topics Covered:**

**Preliminary Course**
- Introduction to Economics  
  10% of course time
- Consumers and Business  
  10% of course time
- Markets  
  20% of course time
- Labour Markets  
  20% of course time
- Financial Markets  
  20% of course time
- Government in the Economy  
  20% of course time

**HSC Course**
- The Global Economy  
  25% of course time
- Australia’s Place in the Global Economy  
  25% of course time
- Economic Issues  
  25% of course time
- Economic Policies and Management  
  25% of course time

**Particular Course Requirements:**

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Tests/exams</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Research, investigation and communication</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
</tbody>
</table>

100

100
Course: English Standard

2 units for each of Preliminary and HSC  
Board Developed Course

Exclusions: English Advanced; English as a Second Language; Extension

Course Description:
- In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through texts.
- In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:

Preliminary Course
The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The Electives comprise 60% of the Content.

HSC Course
The course has two sections:
- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of the Modules.

Particular Course Requirements:

In the Preliminary English (Standard) course students are required to:
- study Australian and other texts
- explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts.
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
- engage in the integrated study of language and text

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td></td>
<td>(Common course content)</td>
<td></td>
</tr>
<tr>
<td>Areas of Study (Common course content)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2 (2 Hours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Assessment across the language modes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listening</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Speaking</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reading</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Writing</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Viewing &amp; representing</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** English Advanced

2 units for each of Preliminary and HSC

Board Developed Course  **Exclusions:** English Standard; Fundamentals of English; ESL

---

**Course Description:**

In the **Preliminary English (Advanced) course** students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.

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

---

**Main Topics Covered:**

**Preliminary Course:** The course has two sections

- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the Content.

**HSC Course:** The course has two sections:

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

---

**Particular Course Requirements:**

**Preliminary English (Advanced) course** requires:

- study of Australian and other texts
- exploration of a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts.
- wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integration of the modes: reading, writing, speaking, and viewing and representing as appropriate
- engagement in the integrated study of language and text

**HSC English (Advanced) course** requires:

- the close study of at least five types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; drama or film; poetry; non-fiction or media or multimedia texts.
- a wide range of additional related texts and textual forms.

---

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of Paper 1 (2 hours) Areas of Study (Common course content)</td>
<td>40</td>
<td>Area of Study (Common course content)</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2 (2 Hours) Module A</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment across the language modes:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listening</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Speaking</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reading</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Writing</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Viewing &amp; representing</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Weighting:** 100
| Courses: | Preliminary English Extension  
HSC English Extension 1  
HSC English Extension 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of study for each of Preliminary and HSC</td>
<td></td>
</tr>
</tbody>
</table>
| Prerequisites: | (a) English (Advanced) course  
(b) Preliminary English Extension Course is prerequisite for Extension Course 1.  
(c) Extension Course 1 is prerequisite for Extension Course 2. |
| Exclusions: | English (Standard) Course; Fundamentals of English; ESL |
| Course Description: | • In the Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.  
• In the HSC English (Extension) course 1 students explore ideas of value and consider how cultural values and systems of valuation arise.  
• In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process. |
| Main Topics Covered: | Preliminary Extension Course  
The course has one mandatory section, Module: Texts, Culture and Value  
HSC Extension Course 1  
The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.  
HSC Extension Course 2  
The course requires students to complete a Major Work |
| Particular Course Requirements: | Preliminary English (Extension) course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.  
The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English Texts and Electives).  
The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission. The Major Work must be a substantial composition. The composition may use any medium of presentation appropriate to the nature of the composition and must be one or a combination of the following: Imaginative, Investigative, Interpretative, Analytical |

**Assessment: HSC Extension Course 1**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of 2 hours duration</td>
<td>50</td>
<td>Module A, B or C</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objective 1 – Skills in extensive independent investigation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objective 2 – Skills in sustained composition</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment: HSC Extension Course 2**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| Submission of Major work including a 1000 – 1500 word (maximum) reflection statement | 50 | Viva Voce: Addressing the proposal for the Major Work.  
Report: The impact of independent investigation on the development of the Major Work  
Draft Version of the Major Work, and reflection on progress to date | 10  
15  
25 |
| | 50 | 50 |
**Course:** HSC Extension History  
(Studied in Year 12 Begins Term 4 Year 11)

1 Unit Course  
**Exclusions:** Nil

**Course Description:**
1 Unit Course studied in Year 12 only. The course is designed for more able students and may be undertaken by students of Ancient and/or Modern History as there are topics of study from both options. Students undertake a series of Board of Studies prescribed historical readings, a case study and a personal interest project based on historiography of a chosen topic. This is a course based on historiography not content history and consequently, is different in approach to any history course done previously at school. Therefore it is important that students who intend to attempt this course consult closely with History staff before commencing this course.

**Particular Course Requirements:**
A high standard of performance in either Preliminary Ancient or Preliminary Modern History. HSC Ancient and/or Modern History to be studied in conjunction with the Extension course.

**Assessment: HSC course only:**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour examination involving two questions</td>
<td>50</td>
<td>Assessment Tasks</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal Project</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
**Course:** Food Technology

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

**Course Description:**  
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

**Main Topics Covered:**

**Preliminary Course**  
- Food Availability and Selection  
- Food Quality  
- Nutrition

**HSC Course**  
- The Australian Food Industry  
- Food Manufacture  
- Food Product Development  
- Contemporary Nutrition Issues

**Particular Course Requirements:**  
- There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

It is a mandatory requirement that students undertake practical activities.

**THIS SUBJECT CONTRIBUTES TO THE ATAR**  
This Course may articulate with TAFE courses which may enable students to be granted credit transfer in future TAFE studies. This must be discussed with the class teacher.

**Assessment: HSC course only:**

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Assessment will be based on the HSC Course Content.</td>
<td></td>
</tr>
</tbody>
</table>
Course: Geography

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

Course Description:
The Preliminary course helps students to understand the human and natural aspects of the world by studying recent issues and events. Through fieldwork and geographical skills all students will increase their knowledge of the special characteristics of our world. For the S.G.P. (Senior Geography Project) each student selects her own topic for research.

The H.S.C. course concentrates on both natural and human environments to increase understanding of the modern world. Fieldwork and case studies are used to gain knowledge of the geographer’s contribution to understanding our environment and important geographical issues.

Main Topics Covered:

Preliminary Course
- Biophysical studies 45% of course time
- Global studies 45% of course time
- The Senior Geography Project 10% of course time

HSC Course
- Ecosystems at Risk 33% of course time
- Urban Places 33% of course time
- People and Resource Use 33% of course time

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

Particular Course Requirements:
Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Geographical explanations, discussion, expositions and reports</td>
<td>40</td>
</tr>
</tbody>
</table>

100  100

Fieldwork and Excursions: Geography students will attend excursions to cover fieldwork related to both the preliminary and HSC courses.
**Course:** VET Hospitality – Kitchen Operations (240 Hours) (SIT20307)

<table>
<thead>
<tr>
<th>2 Unit Board Developed Course</th>
<th>Prerequisites: Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**Course Description:**
This course is for students who wish to work in the hospitality industry, either as a long-term career or in part-time or temporary hospitality positions.

The course is based on Units of Competency which have been drawn up by the hospitality industry to describe the competencies, skills, and knowledge needed by workers in this industry.

This course incorporates five core units plus a range of units from various functional areas.

**Main Topics Covered:**
- In the Core of the course, students concentrate on developing the skills to work effectively in a hospitality environment including hospitality industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment.
- The elective strand of the course builds on these skills. Students will be able to develop further competencies in Cookery: Students attempt additional core units and concentrate on developing skills in dealing with the organisation and preparation of food.

**Particular Course Requirements:**
- Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace.
- Purchase of full Chef’s uniform
- Hire of Chef’s tool kit. Fee applied for practical experiences.

**Assessment:**

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

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

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

**Qualifications:**
- Students who are assessed as competent (through integrated competency assessment) in all of the Units of Competency in Hospitality Operations (240 hours) will be eligible for a Statement of Attainment towards Certificate II.
**Course:** Italian Beginners

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Italian Continuers.

Other eligibility rules apply to the study of this subject. Check with your teacher or the Board’s ACE Manual.

**Course Description:**

In the Preliminary course, students will develop their knowledge and understanding of Italian across a range of topics. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Italian through the four skills: listening, speaking, reading and writing. Study may cover new topics or more detailed treatment of topics previously studied.

**Main Topics Covered:**

- Meeting People
- Family and Friends
- Home Life
- Education
- Around Town
- Travel
- Future

**Particular Course Requirements:** Nil

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>An oral examination:</td>
<td></td>
<td>Listening Skills</td>
<td>30</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>30</td>
<td>Speaking Skills</td>
<td>25</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>25</td>
<td>Reading Skills</td>
<td>30</td>
</tr>
<tr>
<td>A written examination:</td>
<td></td>
<td>Writing Skills</td>
<td>15</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 100                                      | 100       |
Course: Italian Continuers

2 Units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Students would need to have done Italian up to Year 10 and have achieved a sound competency level or be able to demonstrate equivalent competency.

Exclusions: Italian Beginners.

Course Description:
The Preliminary and HSC courses have as their organisational focuses themes and associated topics. The student’s skills in, and knowledge of Italian will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of Italian-speaking communities through the study of a range of texts.

Main Topics Covered:

Themes:
- The individual
- The Italian-speaking communities
- The changing world

Students’ language skills are developed through tasks such as:
- Conversation
- Listening Tasks
- Reading Tasks
- Writing for a variety of purposes
- Studying Italian culture through texts

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ten minute oral examination</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>– conversation</td>
<td></td>
<td>Listening and Responding</td>
<td>25</td>
</tr>
<tr>
<td>A three hour written examination</td>
<td></td>
<td>Reading and Responding</td>
<td>40</td>
</tr>
<tr>
<td>Listening and responding</td>
<td>25</td>
<td>Writing in Italian</td>
<td>15</td>
</tr>
<tr>
<td>Part A</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing in Italian</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100

100
**Course:** Legal Studies

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

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

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

**Main Topics Covered:**

**Preliminary Course**
- The Legal System 40% of course time  
- The Individual and the State 30% of course time  
- The Law in Focus 30% of course time

**HSC Course**
- Core Part 1: Crime 30% of course time
- Core Part 2: Human Rights 25% of course time
- Options:
  - Family 25% of course time
  - Consumers 25% of course time

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

**Particular Course Requirements:**
No special requirements

**Assessment HSC course only.**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Core and Options assessed through:</td>
<td></td>
</tr>
<tr>
<td>Core: Crime &amp; Human Rights</td>
<td></td>
<td>Knowledge and Understanding</td>
<td>60</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>15</td>
<td>Research</td>
<td>20</td>
</tr>
<tr>
<td>Short Answers</td>
<td>15</td>
<td>Communication</td>
<td>20</td>
</tr>
<tr>
<td>Extended Response</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Options: Consumers</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Law</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100 100
Course: General Mathematics 2

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of Mathematics for the School Certificate.

Exclusions: Students may **not** study any other Stage 6 Mathematics course in conjunction with General Mathematics.

**Course Description:**
General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on applications and modelling tasks.

The tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

**Main Topics Covered:**

**Preliminary Course**
* Financial mathematics
* Data and statistics
* Measurement
* Probability
* Algebraic modelling
* Two focus studies
  - Mathematics and Communication
  - Mathematics and Driving

**HSC Course**
* Financial mathematics
* Data and statistics
* Measurement
* Probability
* Algebraic modelling
* Two focus studies
  - Mathematics and Health
  - Mathematics and Resources

**Assessment:** Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics.

No more than 30% of the assessment is to be based on the Preliminary course.

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single HSC examination of 2 ½ hours’ duration. No more than the equivalent of two 15 mark questions will be based on the Preliminary course. Questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the three question allowance from the Preliminary course.</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
</tr>
</tbody>
</table>
**Course:** Mathematics

2 units for each of Preliminary and HSC

**Board developed Course**

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core in Stage 5.3 Mathematics course for the School Certificate, along with the recommended options.

**Course Description:** The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension courses.

**Main Topics Covered:**

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

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

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single written examination paper of 3 hours duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>
**Course:** Extension 1 Mathematics

1 Unit in each of Preliminary and HSC
Board developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5.3 Mathematics course for the School Certificate, along with the recommended options.

**Course Description:** The content of this course, which includes the whole of the 2 unit course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and for the study of mathematics in support of the physical and engineering sciences. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.

**Main Topics Covered:**

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

**HSC Course**
- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation
- Velocity and acceleration as a function of $x$
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC 2 unit topics

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of 3 hours’ duration for the Mathematics course. The other paper is based on the Extension 1 course and is of 2 hours’ duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>
**Course:** Extension 2 Mathematics

1 unit additional to the Extension 1 Mathematics course, for the HSC Board developed Course

**Prerequisites:** The course is constructed on the assumption that students have successfully achieved the outcomes in the Preliminary Extension 1 course. The syllabus is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Course Description:** The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

**Main Topics Covered:**
The course content includes the entire 2 unit Mathematics course, the entire 3 unit Mathematics course and, in addition, contains:
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Extension 1 Topics

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is identical to the paper of 2 hours’ duration for the Extension 1 Mathematics course. The other paper is based on the Extension 2 course and is of 3 hours’ duration. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (50%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainments in both Components.</td>
</tr>
</tbody>
</table>

| 100 | 100 |
Course: Modern History
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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

The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through 3 major studies, one of which is the Compulsory Core Study for all Modern History students.

Main Topics Covered:

PRELIMINARY COURSE:
The Preliminary course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

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

Part I: Case Studies 50%
TWO case studies will be undertaken
ONE case study will be from Europe, North America or Australia
ONE case study will be from Asia, the Pacific, Africa, the Middle East or Central/South America

Part II: Historical Investigation 20%
Students will investigate a case study of their own, an aspect of a case study or an aspect of the Preliminary core study.

Part III: Core Study: The World at the Beginning of the Twentieth Century 30%
Students will investigate the Preliminary core study preferably using a source-based approach.

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

Part I: Core Study: World War I 1914-1919: A Source-based Study 25%

Part II: ONE National Study 25%

Part III: ONE Personality in the Twentieth Century 25%

Part IV: ONE International Study in Peace and Conflict 25%

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination in four parts</td>
<td>Core, national and international studies are assessed through a range of tasks including:</td>
</tr>
<tr>
<td>See Weightings above.</td>
<td>• Research</td>
</tr>
<tr>
<td></td>
<td>• Source analysis</td>
</tr>
<tr>
<td></td>
<td>• Oral and written communication</td>
</tr>
<tr>
<td></td>
<td>• Examinations</td>
</tr>
</tbody>
</table>

100% 100%
**Course**: Music 1

2 units for each of Preliminary and HSC

**Board Developed Course**

**Prerequisites**: Music mandatory course (or equivalent)

**Exclusions**: Music 2

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

**Main Topics Covered:**
Students study three topics in each year of the course. Topics are chosen from a list which covers a range of styles, periods and genres. All musical preferences are covered.

**Particular course requirements:**

**HSC course**
In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course.

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

**Assessment: HSC course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core performance</td>
<td>10</td>
</tr>
<tr>
<td>A 45 minute – 1 hour aural exam</td>
<td>30</td>
<td>Core composition</td>
<td>10</td>
</tr>
<tr>
<td>Electives: Three electives from any combination of:</td>
<td></td>
<td>Core musicology</td>
<td>10</td>
</tr>
<tr>
<td>• Performance (one piece)</td>
<td>20</td>
<td>Core aural</td>
<td>25</td>
</tr>
<tr>
<td>• composition (and submitted composition)</td>
<td>20</td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>• musicology (one <em>viva voce</em>)</td>
<td>20</td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Music 2

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: Music Additional Study course (elective Music 9 and 10, or equivalent)
Exclusions: Music 1

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

Main Topics Covered:
Students study one Mandatory Topic covering a range of content and one Additional Topic in each
year of the course. In the Preliminary course the Mandatory Topic is Music 1600 – 1900, in the
HSC course the Mandatory Topic is Music of the Last 25 Years (Australian focus).

Particular Course Requirements:
In addition to core studies in performance, composition, musicology and aural, students nominate
ONE elective study in Performance, Composition or Musicology. Students selecting Composition
or Musicology electives will be required to compile a portfolio of work as part of the process of
preparing a submitted work. The portfolio may be requested by the Board of Studies to validate
authorship of the submitted work.
All students will be required to develop a composition portfolio for the core composition.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece reflecting the mandatory topic)</td>
<td>15</td>
<td>Performance</td>
<td>20</td>
</tr>
<tr>
<td>Sight singing</td>
<td>5</td>
<td>Composition</td>
<td>20</td>
</tr>
<tr>
<td>Core composition (reflecting mandatory topic)</td>
<td>15</td>
<td>Musicology</td>
<td>20</td>
</tr>
<tr>
<td>A one and a half hour written examination paper – Musicology/aural skills</td>
<td>35</td>
<td>Aural</td>
<td>20</td>
</tr>
</tbody>
</table>

One Elective – reflecting:
- Additional Topic
- Performance (2 pieces), or
- Submitted composition, or
- Submitted essay

100

100
Course: HSC Music Extension Course

1 unit / 60 hour course
Board Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2)
Exclusions: Music 1

Course Description:
The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Particular Course Requirements:
Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance (50)</td>
<td></td>
<td>Performance (50)</td>
<td></td>
</tr>
<tr>
<td>Three contrasting pieces, one of which must be an ensemble</td>
<td>20</td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Ensemble</td>
<td>15</td>
<td>Task 2 OR Composition</td>
<td>25</td>
</tr>
<tr>
<td>Solo 1</td>
<td>15</td>
<td>Two assessment tasks</td>
<td>25</td>
</tr>
<tr>
<td>Solo 2 OR</td>
<td></td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Composition (50)</td>
<td></td>
<td>Task 2 OR Musicology</td>
<td>25</td>
</tr>
<tr>
<td>Two original compositions (to be submitted to the BOS)</td>
<td>25</td>
<td>Two assessment tasks</td>
<td>25</td>
</tr>
<tr>
<td>Piece 1</td>
<td>25</td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td>Piece 2 OR</td>
<td></td>
<td>Task 2</td>
<td>25</td>
</tr>
<tr>
<td>Musicology (50)</td>
<td>50</td>
<td>Two assessment tasks</td>
<td>25</td>
</tr>
<tr>
<td>One extended essay (to be submitted to the BOS)</td>
<td>50</td>
<td>Task 1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 2</td>
<td>25</td>
</tr>
</tbody>
</table>

50 50
Course: Personal Development Health and Physical Education

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

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

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

Main Topics Covered:

Preliminary Course
Core Topics (60%)
- Better Health for Individuals - 30%
- The Body in Motion - 30%

Optional Components (40%)
Students to select two options each from
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course
Core Topics (60%)
- Health Priorities in Australia - 30%
- Factors Affecting Performance - 30%

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

Particular Course Requirements:
In addition to core studies students select two options in each of the Preliminary and HSC courses

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written paper</td>
<td>Core</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Options</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

100
Course: Photography, Video and Digital Imaging

1 Unit Content Endorsed Course Stage 6

Exclusions: Visual Arts – Photography HSC submitted work

I UNIT COURSE AVAILABLE.

Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer-enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation; we use photocopiers and fax machines as standard office equipment.

AIM:

Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations.

OBJECTIVES:

Students will develop knowledge, skills and understanding, through the making of photographs and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment.

Students will develop knowledge; skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

This course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of wet and dry and digital photography;
- use photography as a means of visual communications and a process to aid observation and analysis;
- Students learn how the frames, conceptual framework, and practice provide alternative ways to generate and shape their critical and historical investigations of concepts and meanings in photography.
- gain an understanding of careers involving photography.

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Tasks</td>
<td>35</td>
</tr>
<tr>
<td>Art criticism and Art History Research Tasks</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>
Course: Physics

2 units for each of Preliminary and HSC
Board Developed Course

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

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students’ understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles, such as car crashes and the mechanisms that maintain the physical conditions of planet Earth.

The HSC course builds on and extends the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics by focusing on space flight, motors and generators and the scientific advances involved in the development of semi conductors and electronics

Main Topics Covered:

Preliminary Course
- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

HSC Course
Core Topics
- Space
- Motors & Generators
- From Ideas to Implementation

One Option from the Following
- Medical Physics
- Quanta to Quarks

Particular Course Requirements:
Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hrs in the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3 hour written examination</td>
<td>75</td>
<td>A variety of tasks including practical work, research and examinations</td>
<td>75</td>
</tr>
<tr>
<td>Core Option</td>
<td>25</td>
<td>Knowledge and Understanding</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical and Investigative Skills</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Solving and Communication</td>
<td>30</td>
</tr>
</tbody>
</table>

100 100
**Course:** Studies of Religion I - Compulsory Course Year 11 (if not studying Studies of Religion II or Catholic Studies)

1 unit for each of Preliminary and HSC Board Developed Course

**Exclusions:** Studies of Religion II & Catholic Studies

**Course Description:**
Studies of Religion I promotes 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.

**Main Topics Covered:**

**Preliminary Course**
- Nature of Religion & Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2

**HSC Course**
- Religion and Belief Systems in Australia post 1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2

**PLEASE NOTE:** Religious Traditions are selected from: Buddhism, Christianity, Hinduism, Islam, Judaism

**Particular Course Requirements:**
At Brigidine it is expected that:
- Students have an interest in history, social studies and an appreciation that there are a variety of religious traditions which have their own beliefs and practices.
- Students should be motivated, independent learners who can carry out practical research tasks with teacher-guided supervision.
- An interest in current affairs and contemporary issues would be most beneficial.
- Well developed English skills are necessary as the course involves extended written responses. An ability to write logical, sequential arguments in a fluent manner would be an advantage.

Studies of Religion is an academic Board of Studies course. It is a syllabus which demands rigorous study, advanced research skills and the ability to incorporate modern religious issues into well-expressed extended responses.

The syllabus requires higher order thinking skills, excellence in collecting, analysing and organising information and a distinctive ability to communicate ideas in a fluent, coherent written style. It would be suggested that students considering taking this course would have gained an A, B or C grade in English and/or History in Year 10.

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Religion and Belief Systems in Australia post-1945 Multiple choice and short answer questions</td>
<td>15</td>
<td>Knowledge and understanding of course content</td>
<td>20</td>
</tr>
<tr>
<td>Section II: Religious Tradition Depth Study Questions in non-dependent parts</td>
<td>15</td>
<td>Source based skills</td>
<td>10</td>
</tr>
<tr>
<td>Section III : Religious Tradition Depth Study Extended response question</td>
<td>20</td>
<td>Investigation and research</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
**Course:** Studies of Religion II

2 units for each of Preliminary and HSC

Board Developed Course

**Exclusions:** Studies of Religion I

**Course Description:**

Studies of Religion II promotes 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.

**Main Topics Covered**

**Preliminary Course**

- Nature of Religion and Beliefs
- Religious Tradition Study 1
- Religious Tradition Study 2
- Religious Tradition Study 3
- Religions of Ancient Origin
- Religion in Australia pre-1945

**HSC Course**

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Depth Study 1
- Religious Tradition Depth Study 2
- Religious Tradition Depth Study 3
- Religion and Peace
- Religion and Non-Religion

**PLEASE NOTE:** Religious Traditions are selected from: Buddhism, Christianity, Hinduism, Islam and Judaism.

**Particular Course Requirements:**

At Brigidine it is expected that:

- Students have an interest in history, social studies and an appreciation that there are a variety of religious traditions which have their own beliefs and practices.
- Students should be motivated, independent learners who can carry out practical research tasks with teacher-guided supervision.
- An interest in current affairs and contemporary issues would be most beneficial.
- Well developed English skills are necessary as the course involves extended written responses. An ability to write logical, sequential arguments in a fluent manner would be an advantage.

Studies of Religion is an academic Board of Studies course. It is a syllabus which demands rigorous study, advanced research skills and the ability to incorporate modern religious issues into well-expressed extended responses.

The syllabus requires higher order thinking skills, excellence in collecting, analysing and organising information and a distinctive ability to communicate ideas in a fluent, coherent written style. It would be suggested that students considering taking this course would have gained an A, B or C grade in English and/or History in Year 10.

**External Examination**

<table>
<thead>
<tr>
<th>Section I: Religion and Belief Systems in Australian post-1945 Religion and Non-Religion</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice and short answer questions</td>
<td>30</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
</tbody>
</table>

**Section II: Religious Tradition Depth Studies**

<table>
<thead>
<tr>
<th>Questions in non-dependent parts</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation and research</td>
<td>30</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
</tbody>
</table>

**Section III: Religious Tradition Depth Study**

<table>
<thead>
<tr>
<th>Extended response question</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Section IV: Religion and Peace**

<table>
<thead>
<tr>
<th>Extended response question</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>20</td>
<td>Source based skills</td>
<td>20</td>
</tr>
</tbody>
</table>

| Knowledge and understanding of course content | 40 | Source based skills | 20 |

| Communication of information, ideas and issues in appropriate forms | 20 | 20 |

<table>
<thead>
<tr>
<th>Extended response question</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended response question</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

| Knowledge and understanding of course content | 40 | Source based skills | 20 |

| Communication of information, ideas and issues in appropriate forms | 20 | 20 |

<table>
<thead>
<tr>
<th>Extended response question</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended response question</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

| Knowledge and understanding of course content | 40 | Source based skills | 20 |

| Communication of information, ideas and issues in appropriate forms | 20 | 20 |

<table>
<thead>
<tr>
<th>Extended response question</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended response question</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
**Course:** Visual Arts

2 units for each of Preliminary and HSC

Board Developed Course

Course Description:
Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a ‘Body of Work’ in the HSC course that reflects students’ knowledge and understanding about practice. This demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students learn how the Frames, Conceptual Framework, and Practice provide alternative ways to shape their investigations of concepts and meanings in the Visual Arts. Visual Arts as a subject provides for various interpretations of the visual arts that are both contemporary and relevant. The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

Main Topics Covered:

**Preliminary Course learning opportunities focus on:**

- The nature of practice in art making, art criticism and art history through different investigations.
- The role and function of the Conceptual Framework: Artists, Artwork, the World and Audiences in the Art World.
- The Frames and how students might develop their own informed points of view.
- Students develop meaning and focus and interest in their work.
- Building understandings over time through various investigations and working in different forms.

**HSC Course learning opportunities focus on:**

- Students developing their own informed points of view in increasingly more independent ways using the Frames.
- Students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest.
- Students learn about the relationships between Artist, Artwork, World, Audience within the Art World.
- Students may further develop meaning and focus in their work.

**Particular Course Requirements:**

**Preliminary Course**

- artworks in at least 2 practical areas and use of a process diary
- a broad investigation of ideas in art criticism and art history

**HSC Course**

- development of a Body of Work and use of a process diary
- a minimum of 5 Case Studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history.

**Assessment:** HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written paper</td>
<td>50</td>
<td>Development of the Body of Work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a Body of Work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>