Introduction

The Higher School Certificate

The information in this booklet relates to the requirements for the Higher School Certificate (HSC). It should be noted that all information in this booklet has been obtained from the Board of Studies. It has been checked and is correct at the time of printing. Course outlines and requirements for the HSC and the calculation of the Australian Tertiary Admission Rank (ATAR) may change. Students will be informed of any future changes.

Qualifying for the Higher School Certificate

To be eligible for the award of a Higher School Certificate, a student must:

- have gained the School Certificate or an equivalent qualification.
- be enrolled at a school registered and accredited by the Board of Studies.
- study the pattern of courses required by the Board of Studies for the required time.
- complete the requirements for each course studied, including any necessary oral, practical or project work.
- complete tasks designed for the internal assessment program in each HSC Course studied.
- sit for, and make a genuine attempt at, the Higher School Certificate examination.

Types of Courses

There are two broad categories of courses that students may study in their Senior curriculum pattern.

1. Board Developed Courses
   These are courses for which the Board of Studies develops a syllabus and assessment requirements. They are examined at the Higher School Certificate examination. Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

2. Board Endorsed Courses
   These courses are developed either by the Board of Studies (Content Endorsed Courses) or by schools (School Designed Courses). These courses are fully assessed in the College and do not have a Higher School Certificate examination. They count towards the HSC but are not included in the calculation of the ATAR. The School Designed Course which is mandatory at the College is Coptic Orthodox Studies, while the Content Endorsed Course which is offered at the College is Sports, Lifestyle and Recreation Studies.
Subjects

To be eligible for a Higher School Certificate and an Australian Tertiary Admission Rank, a student must have studied at least twelve units and at least four subjects in their Preliminary pattern of study, and at least ten units and four subjects in their HSC pattern of study. Both the Preliminary course and the HSC course must include at least six units from Board Developed Courses including at least 2 units of a Board Developed Course in English. In addition to this, all students are required to study Coptic Orthodox Studies in Years 11 and 12. This course will be reported in their Preliminary and HSC Record of Achievement by the Board of Studies.

If a student wishes to receive the Australian Tertiary Admission Rank (ATAR), they must study a minimum of 10 Board Developed units in the HSC Course. The booklet, University Entry Requirements 2012 Year 10 Booklet, published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

If a student does not wish to receive an ATAR, the rest of his or her courses may be made up from Board Endorsed Courses once the student has studied six units from Board Developed Courses.

A subject is the general name given to an area of study and a subject may offer one or more courses. For example, in the subject Mathematics there are four courses, General Mathematics, 2 Unit Mathematics, Mathematics Extension 1 and Mathematics Extension 2.

Units of Study

All courses for the HSC have a unit value. Subjects may have a value of 1 unit or 2 units. In the Higher School Certificate each unit has a value of 50 marks. Each 2 unit course is currently assigned four periods per week on the College’s timetable, which equates to approximately 240 hours of study.

Most courses offered for the Higher School Certificate have a value of two units in the Preliminary study pattern and two units in the HSC study pattern.

Studies of Religion can be studied as a one unit course in Year 11 and/or Year 12. These courses can count towards either the Preliminary or the HSC study pattern.

Extension courses are available in some subjects. Extension courses which are available in the Preliminary study pattern are in the subjects of English and Mathematics.

In the HSC subject pattern, extension courses are available in Mathematics, English, History and some languages. Students will only be permitted to do extension courses after consultation with their teachers and the relevant Head of Department.

Students who wish to study the HSC extension courses in English and Mathematics must have studied the Preliminary extension course in these subjects.
Pattern of Courses

All students at the College must take at least 12 units of work in Year 11 and at least 10 units in Year 12.

English is a compulsory HSC subject. At least two units of English will be counted towards the calculation of the ATAR.

To be eligible for the award of the HSC, students must satisfactorily complete at least 12 Preliminary units and at least 10 HSC units.

<table>
<thead>
<tr>
<th>In both the Preliminary pattern and the HSC pattern of study students must satisfactorily study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• at least six units of Board Developed Courses</td>
</tr>
<tr>
<td>• at least two units of a Board Developed Course in English</td>
</tr>
<tr>
<td>• at least three courses of two unit value or greater</td>
</tr>
<tr>
<td>• at least four subjects.</td>
</tr>
<tr>
<td>• Coptic Orthodox Studies</td>
</tr>
</tbody>
</table>

No more than six units of courses in Science can contribute to the preliminary study pattern. No more than six units of Science can count towards the HSC subject pattern.
When selecting courses students should be aware of the following:

- if selecting more than one VET Course, only a maximum of one of these courses will count towards the calculation of the ATAR.
- the University Admission Centre places all subjects into either Category A or Category B groupings. Most subjects are in the Category A grouping.
- Category B subjects include Industrial Technology, Business Services and Retail Operations.
- if selecting two subjects determined by the University Admission Centre as being Category B subjects, both subjects count towards the HSC, but only one Category B course may be used in the calculation of the ATAR.
- students are not permitted to select Content Endorsed Courses, which are closely linked to other 2 unit courses.
- a number of subjects include a requirement for the development of project work for either internal assessment or external assessment. Students are advised to carefully read the course outline booklet and ask teachers regarding requirements for project work.

**Other Providers**

Students may select to study courses provided by other institutions. These include:

**TAFE Delivered Courses**

Students may choose to undertake a TAFE delivered course in addition to the 12 units of work in their Preliminary Course. Certain courses are provided through TAFE Colleges and may count toward the HSC. These courses are designed to give students vocational skills allowing them greater opportunities for entry into certain careers.

Students may select to undertake a course in 2 Unit Accounting, 2 Unit Hospitality, 2U Tourism, 2U Construction or 2U Metals and Engineering. These courses may be counted as a VET Course towards the calculation of the ATAR. Other courses are available. Most of these courses are Board Endorsed Courses and may not be used in the calculation of the ATAR.

The cost of courses delivered by TAFE are the responsibility of the parents or guardians of the students. In 2010, the costs of such courses ranged from $1000-$2500 per annum.

**Open High School and Sydney Distance Education Courses**

A number of courses are provided by the Open High School and Sydney Distance Education. Students may apply for enrolment into these courses only if they are not offered by the College. Application for consideration for enrolment into these courses may be obtained after consultation with the Head of Curriculum. There is a strict limit to the number of students who are permitted to study a course through the Open High School or Distance Education. Please note there is a cost involved in studying a subject through The Open High School.
Satisfactory Completion of Courses

To receive a result in any course, a student must:

- follow the course developed or endorsed by the Board
- apply themselves with diligence and sustained effort to the set tasks provided in the course by the school
- achieve some or all of the course outcomes

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank is calculated by the University Admission Centre (UAC) to assist in the process of selecting students into university courses. Entry into many university courses have additional criteria. These will be outlined in a booklet that is being prepared by the University Admissions Centre.

The ATAR is an index indicating the position of students. It is not a mark, but a rank. A ATAR of 40 notes that the student has been deemed to have achieved a set of results which are better than 40% of the age cohort. It does not mean that a student has “failed” the HSC.

To be eligible for a ATAR to be calculated students must:

- study 10 Board Developed units
- study 2 Units of Board Developed English
- study at least three Board Developed Courses of 2 units or greater
- study at least four subjects

The ATAR will be calculated on ten units comprising:

- two units of English, and
- the best eight units of the remaining units, subject to the provision that no more than two units of Category B subjects are included.

Changing Courses

Students should carefully consider their subject pattern for the senior years of schooling. Changes in courses will only be permitted after consultation with the Head of Curriculum.

Students who wish to make changes to their Preliminary study pattern will only be permitted to do so in consultation with the Head of Curriculum. Students must be able to show that they will be able to complete all the requirements of the Preliminary Course before commencing to study the HSC Course.

Students who wish to make changes to their HSC study pattern will only be given permission to do so in exceptional circumstances. These students will need to satisfy the Head of Curriculum that they have satisfactorily completed the Preliminary component (or equivalent) of the course they wish to enter and that they will be able to complete all HSC Course requirements, including assessments.
Changes in Term 1 – 2011

Changes in a student’s subject pattern will only be considered in Term 1 if there is sufficient room in an alternative class and it is in the student’s best interest to change. The majority of changes to the Preliminary pattern will be considered and finalised by the end of Week 4, Term 1. Changes after this time will only be considered in exceptional circumstances and may require the approval of the Head of College.

Pathways

Students are required to complete 12 preliminary units and 10 HSC units for the award of an HSC. These subjects can be accumulated over 5 years if necessary. While this is not recommended for most students, it is an option and students should not see it as an easy way out of working hard for their HSC. Unfortunately, students who choose to do Pathways as an escape, can often regret it later as there is no substitute for consistent, organised effort.

Subject Fees

The Subject Fee covers the cost of specialist resources used in a particular subject and are billed onto a student’s school fees.

Further Information

Students are advised to talk to the Head of Curriculum, the Careers Advisor, Heads of Department and their class teacher’s for assistance and further information.

Additional information may be obtained from the websites:

Board of Studies: www.boardofstudies.nsw.edu.au
This site covers all areas related to the HSC. It has information about rules for the award of an HSC, syllabus documents, HSC examinations and BOS publications.

Universities Admission Centre: www.uac.edu.au
This site contains information about the ATAR and how it operates. It has significant links to all the universities in New South Wales. These sites will provide details about the individual universities and their requirements.
Courses for Selection in Year 11, 2011

### Board Developed Courses

<table>
<thead>
<tr>
<th>Preliminary &amp; HSC Courses (2 Unit)</th>
<th>Yr 11 Extension Courses (1 Unit)</th>
<th>Yr 12 Extension Courses (1 Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td></td>
<td>HSC History Extension (studied with Ancient OR Modern History but not both)</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
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<tr>
<td>Chemistry</td>
<td></td>
<td></td>
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<tr>
<td>Design &amp; Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Standard #</td>
<td>PRELIMINARY ENGLISH EXTENSION</td>
<td>HSC English Extension 1</td>
</tr>
<tr>
<td>English Advanced #</td>
<td></td>
<td>HSC English Extension 2</td>
</tr>
<tr>
<td>Fundamentals of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>PRELIMINARY MATHS EXTENSION 1</td>
<td>HSC Maths Extension 1</td>
</tr>
<tr>
<td>General Mathematics #</td>
<td></td>
<td>HSC Maths Extension 2</td>
</tr>
<tr>
<td>Maths - 2 Unit #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 1</td>
<td></td>
<td></td>
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<tr>
<td>PD/Health/PE</td>
<td></td>
<td></td>
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<tr>
<td>Physics</td>
<td></td>
<td></td>
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<tr>
<td>Senior Science</td>
<td></td>
<td></td>
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<tr>
<td>Studies of Religion I and II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
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<td></td>
</tr>
</tbody>
</table>

# You may select one course only from each of these subject groups.
1. Senior Science may not be taken as a Preliminary course with any of the other Science courses.
   Students who have studied at least one of Biology, Chemistry or Physics in the Preliminary course (Year 11) may change from that subject to Senior Science for the HSC course. A student having studied one or more of Preliminary Biology, Preliminary Chemistry or Preliminary Physics in Year 11 may drop a non-science subject and pick up Senior Science for the HSC course. A student having studied two or more Preliminary science subjects, not including Senior Science, may drop one of those science subjects and pick up Senior Science for the HSC course while continuing their study of the other Preliminary science course.

### Board Endorsed Courses

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Year 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coptic Orthodox Studies (Mandatory at College)</td>
<td>Two significant modules are taught in Year 11 - 1. Being with God; 2. The Liturgy. Both modules aid in the appreciation of students relationship with God and the life of the Church.</td>
<td>Two modules studied in this academic year.</td>
</tr>
<tr>
<td>Sport, Lifestyle and Recreation Studies</td>
<td>1 unit course designed to develop knowledge, skills and understandings of the role of sport, a healthy lifestyle and recreation in everyday life</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Making Your Decision

The subject choice for the HSC is an extremely important one and students will often be presented with extensive options for achieving their final goal. It must be remembered that the HSC is a beginning and not an end. Students who maximise their opportunities by gaining success usually do so by adhering to the following strategies:

- Gather as much information as possible from as wide a variety of sources as possible.
- Always double check information that appears odd or conflicts with information from another source.
- Be honest with yourself in terms of both your ability to understand a particular subject and your ability to apply yourself to a subject.
- Consider advice carefully, especially take into account the experiences and knowledge of the person giving the advice. Be wary of people commenting outside their field of expertise.
- Know the future direction you would like to head, even if you don’t know the job you would like to go into or the university course you would like to study try to determine the areas you would like to work in.

For example:-

- Do you like to work with people?
- Do you find sitting at a desk boring?
- Do you enjoy analysing complex mathematical problems?
- Do you enjoy the challenge of a good debate?

The myth of choosing subjects because they automatically improve your ATAR.

Every time we survey senior students they indicate that the ATAR is the single most important thing that they want out of the College in their final years. We continuously analyse HSC preparation and results to determine factors that can affect student’s ATAR.

There is no doubt that the best advice that the College can offer to students is to choose subjects that you enjoy studying and that will hold your interest for 6 to 8 hours per subject, per week for 18 months. The College’s research clearly demonstrates that this is the most important factor in determining how well a subject contributes to a student’s ATAR. It stands to reason that if a student enjoys a subject, his or her motivation will remain high during the very difficult senior years and consequently that student will be able to work harder and longer at that subject. For example, PD/H/PE & Visual Arts have been one of our highest contributors to students’ ATAR scores; these are specialised subjects that are usually chosen through the interest of students. Another advantage of these subjects is that they often provide a pleasant and relieving contrast to the other courses students’ study.

An issue closely related to the point just raised, is the widely held misconception that certain subjects don’t “scale well for my ATAR” while others do. We strongly advise students to seek advice from a qualified person before accepting that a particular course won’t scale well for an ATAR and, on that basis, not choosing it. Surveys of past HSC students that were referred to above, indicate that some courses that are generally
considered as “not scaling well in ATAR calculations” are therefore often neglected by students, actually ranked very high amongst courses that helped students most. On the other hand, some courses that are traditionally thought to scale well for the ATAR, actually ranked poorly as far as their contributions to our students’ ATAR scores were concerned. For example, Senior Science proved to be a much better ATAR “helper” than Physics or Chemistry, which students usually think of as better scaling for ATAR purposes. We strongly advise students who are considering not choosing a subject because they feel it won’t scale well, to discuss their thoughts with Mr. De Martin before doing so.

**English Courses**

The courses being offered by the College include **Advanced English**, with opportunities for select students to pursue further studies of English in the **Preliminary Extension English** Course. The **Standard English** course will be consolidated by the **Fundamentals of English** course, as a response to increasing demands for our College to build on the literacy needs of our students.

The appropriate placement of students in the Advanced and Standard courses will be discerned by students’ performance in (a) Semester 1 and 2 internal assessment and (b) achievement in the external School Certificate test. Students achieving a combined result of (a) and (b) that is reflective of a Band 4 (70-79%) will be considered for the Advanced English course.

**Advanced English** is an extremely rigorous course that is suitable for students exhibiting both strong performance and interest in their studies of English. Students must have more than a proficient understanding of the ways in which language and structural features are used to impact the meaning made in texts, coupled with strong comprehension and analytical skills that move beyond the literal to the inferred and critical. Students must be highly disciplined and self-directed to a significant degree in their learning, to cope with the demands of the course content, which requires students to evaluate the ways in which changing context leads to changing values. Approaches to texts require a more demanding and integrated response, whereby a number of complex aspects must be considered simultaneously.

**Standard English** is also a highly demanding course and it is suitable for students requiring more structured and teacher-directed support. Students will still be expected to demonstrate a significant degree of competence in their deconstruction of texts. Solid background knowledge of the language and structural features of texts, as acquired progressively through the junior and intermediate high school years, is pertinent to the study of texts in the Preliminary and HSC Standard English course. Students will be required to display an aptitude for analysing the ways in which in which the aforementioned inform the themes and concepts conveyed in texts. Furthermore, students are required to access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes.

Students pursuing studies in the **Standard English** course will also undertake the **Fundamentals of English** course in Year 11. This is a non-examinable course designed to assist our senior students with their literacy needs, and the skills required in the effective use of English in their studies. The course focuses heavily on assisting students with their analytical, oral communication and written response skills pertaining to the various text types appropriate to formal and informal contexts. It is a skill enhancing course compulsory for students studying Standard English.
Students are advised to check what level of 2 unit English is required for the university courses they wish to undertake. Students may be surprised to discover just how many university courses require any 2 units of English. Irrespective of their title, both Advanced and Standard English are 2 unit subjects. As both are used in the calculation of ATAR’s, students are advised to pursue the 2 unit course that they are closest to realistically achieving a Band 5 in. Students should not opt for the Advanced English course because of the misconception that it will automatically scale better. The overall performance of the College cohort is optimised when students are appropriately placed in courses.

As improvements in English will generally result in improved performance in all subject areas, extra periods have been assigned for the study of English. A subject concern is the neglect of some students of the importance of English. Students count their best 10 unit subject scores for their ATAR with the vital exception that, it is compulsory for students to count at least 2 units of English no matter what. This can be somewhat of a problem for students for whom the study of English does not come easily. Overall, past HSC results compared favourably with other courses, but research did identify a worrying number of students whose English ATAR really let them down but, under the rules, had to be included in their overall ATAR calculation. For example, one student could have added 2.0 to their ATAR if they hadn’t had to count a relatively disastrous English mark. While additional teaching time and resources are allocated to help struggling students with their English and the English faculty advises the parents of these students, sadly, some of these students still do not put the necessary time and effort into improving their English. English must be viewed as the foundation subject for success across any of the other subjects.

Finally, the Preliminary Extension English course will be offered to our higher-end achievers, as this subject requires an exceptional level of passion and talent in the areas of extended analysis and creative response, together with excellent research and independent investigation skills. At this level of English, students are required to take primary ownership of their learning. Students whose combined school assessment and School Certificate performance reflects a minimum of a Band 5 (80-89%) will be considered for this course.

Mathematics Courses

Students are required to choose between Mathematics and Mathematics (General). Students undertaking Mathematics may choose to complete Mathematics Extension 1 in addition. Mathematics Extension 2 commences in Term 1, Year 12 and will be made available to students who gain outstanding results in Mathematics Extension 1. Please talk to your teacher about the course(s) most suited to your ability level and how your choice relates to possible career options.

Another issue that comes to us is the “I must study mathematics” mentality that some students have when it comes to choosing HSC courses. We are strongly urging students who have had trouble with mathematics in the junior school to consider not studying it for the HSC. Mathematics tends to be a subject that students either do very well in or very poorly in. While students who enjoy mathematics do very well in it, there is a great deal of evidence that demonstrates that for the students who are not mathematical, their results are very disappointing. Many students are not mathematical and struggle with mathematics, only to have it demoralise them, become a drain on their time and emotions without contributing to their ATAR.
Science Courses

The first thing to consider when choosing a science subject is to ask yourself: “Do you like the subject?” You should choose a subject because you are interested in it and not because your friends are doing it. If you enjoy what you are doing, you will try your best to do well.

Secondly, choose a subject that you are good at, a subject of your strength, a subject that you can do well in. There is a common misconception that a more difficult subject will lead to better ATAR scaling. From 2001, the averages of all HSC science subjects have been shifted from 60 to around 72. In general, a HSC science mark is unlikely to be scaled up to a much higher ATAR if it is below the course average. Therefore from the ATAR perspective, it makes more sense for a student to choose a subject in which she or he is able to achieve at a high level.

Thirdly, choose a subject that will best assist in shaping your future career. For example, a student who plans to study Pharmacy in university may take Chemistry and a student seeking a Civil Engineering degree will find Physics very useful. For those students who are not interested in taking their pathways in science, engineering or related areas, Senior Science would be an ideal choice. The course covers a fully range of modern science topics using an interesting and common sense based approach. For example, if a student intends to take Business as a career choice and is not interested in any specific science area, she or he should seriously consider Senior Science. This is because it is very unlikely that such a student would take any science course at the tertiary level. Obviously, it is unwise to say “good-bye” to all science subjects at such an early stage of one’s education.

Finally, before you finalise your overall subjection selection, ask yourself: “Am I able to fulfil my commitments?” You may need to talk to some current Year 11 or Year 12 students to find out about workload requirements and the level of difficulty of a specific subject.

The Science Faculty has introduced Senior Science to Year 11 making a total of four Preliminary and HSC Science subjects (Physics, Chemistry, Biology and Senior Science) available to our students.

The study of Senior Science provides students with a contemporary and coherent understanding of some of the basic laws, theories, principles and applications of Biology, Chemistry, Physics, and Earth and Environmental Science. It includes an examination of the technology that uses these laws, theories and principles and the impact of this science and technology on society. It reflects the interdisciplinary nature of science with a focus on the interdependence of science, technology and society.

Senior Science caters for a wide range of students who wish to become scientifically literate citizens. It provides stimulation for students who have attained elementary to substantial achievement levels in the Stage 5 Science Course. The course focuses on all of the areas framed within the principles of Biology, Chemistry, Physics, and Earth and Environmental Science. A student cannot study Senior Science together with other Science courses in Year 11.
Major Works

Choosing more than one subject with “major work” or a similar practical task also requires thought. Major works are often due at the time of the Trial HSC Examinations and can dominate a student’s time to the extent that their pre-trial preparation suffers. It is believed that a student studying more than one subject with a major work risks jeopardising their preparation for the actual Trial Exams, which is the major assessment task for many other subjects. We advise students to think carefully about taking on more than one subject with a major task component in the HSC unless they are really confident about their task and time management skills.

Parents are encouraged to contact Mr. De Martin, Head of Curriculum if they wish to discuss subject selection issues.
## Glossary

There are several new terms which may need to be clarified when you read through this document:

| **Assessment** | Internal assessment reflects the rank order of students after completion of set tasks within the school. Assessment tasks are designed to focus on specific course outcomes. 

External assessment will use a variety of question types to assess student achievement and demonstration of course outcomes. Together the internal and external assessment mark determine the HSC mark. |
| **Course** | A course is a branch of study within a subject. There can be more than one level of study within a course |
| **Extension course** | Builds on the content of the corresponding 2 Unit Course. |
| **Pattern of Study** | Candidates for the HSC must complete 12 units of Preliminary courses and 10 units of HSC courses. This must include 4 subjects |
| **Stage** | The school curriculum had now been divided into 2 year blocks:

- Stage 4 – years 7 & 8
- Stage 5 – years 9 & 10
- Stage 6 – years 11 & 12 |
| **Standards Referenced Assessment** | The previous HSC used a norm-referenced approach to assessing student achievement, where a student’s achievement was reported in comparison with other students.  

In the new HSC students are assessed against specified standards established for each course. These standards are based on:

- The knowledge, skills and understanding expected to be learned by students as the result of studying the course
- The levels of achievement of knowledge, skills and understanding reported in 6 bands or performance scales. |
| **Subject** | A subject is the general name given to an area of study. There may be several different courses within a subject e.g. English |
| **Australian Tertiary Admission Rank** | A mark calculated by the University Admissions Centre to rank students and offer places in courses of Tertiary study. |

At the end of this booklet you will find a Subject Selection Sheet. This should be completed and returned to Mr. De Martin by Friday 30th July 2010.
Higher School Certificate Course Descriptions

Board Developed Courses
**Course**: English (Standard)  
**Course No**: 15130

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions**: English (Advanced); English (ESL); English (Extension)

### Course Description

In the Preliminary English (Standard) course, students explore and experiment with 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 course 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 three Modules A, B and C.

### 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 or media or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and 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 or film or media or multimedia texts
- a wide range of additional related texts and textual forms
- prescribed stimulus booklet.

### 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>40</td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Paper 1 (2 hours)</strong> Area of Study (common course content)</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></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>Paper 2 (2 hours)</strong> Module A Module B Module C</td>
<td>60</td>
<td><strong>Assessment across the language modes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing and representing</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Course: English (Advanced)  
Course No: 15140

2 units for each of Preliminary and HSC Board Developed Course  
Exclusions: English (Standard); Fundamentals of English; English (ESL)

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

In the HSC English (Advanced) course students analyse and evaluate texts, and the ways that 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 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 and C.

Particular Course Requirements

In the Preliminary English (Advanced) 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 or media or multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage 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: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms
- prescribed stimulus booklet.

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>40</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>Area of Study (common course content)</td>
<td>60</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></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
<td>100</td>
<td><strong>Assessment across the language modes</strong></td>
<td>100</td>
</tr>
<tr>
<td>Module A</td>
<td></td>
<td>Listening</td>
<td>15</td>
</tr>
<tr>
<td>Module B</td>
<td></td>
<td>Speaking</td>
<td>15</td>
</tr>
<tr>
<td>Module C</td>
<td></td>
<td>Reading</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing and representing</td>
<td>15</td>
</tr>
</tbody>
</table>
Courses: Preliminary English Extension  
HSC English Extension 1  
HSC English Extension 2

<table>
<thead>
<tr>
<th>Course No:</th>
<th>15160</th>
<th>15170</th>
</tr>
</thead>
</table>

1 unit of study for each of Preliminary and HSC

Prerequisites:
(a) English (Advanced)
(b) Preliminary English Extension is a prerequisite for English Extension Course 1
(c) English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions: English (Standard); Fundamentals of English; 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 HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In 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 English 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 English Extension Course 2**
The course requires students to complete a Major Work.

Particular Course Requirements
In the Preliminary English (Extension) Course students are required 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.

HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2003 and 2004 Electives and Prescribed Texts).

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.

Assessment: HSC English 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 two hours duration</td>
<td>50</td>
<td>Module A, B or C</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Assessment across the language modes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Speaking and listening</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Reading and writing</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Viewing and representing</td>
<td>10</td>
<td></td>
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<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Assessment: HSC English Extension Course 2

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Major Work including a 1000–1500 word (maximum) reflection statement</td>
<td>50</td>
<td>Proposal: Presentations of proposal for Major Work</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viva Voce: Interview and discussion/exploration of the work in progress</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report: The impact of independent investigation on the development of the Major Work</td>
<td>20</td>
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<tr>
<td></td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Course: Fundamentals of English</td>
<td>Course No:</td>
<td></td>
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<td>--------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 unit Preliminary course of study</td>
<td>Exclusions: English (Advanced); English (Extension)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It may be delivered flexibly across the Preliminary and HSC years.</td>
<td>Board Developed Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description**

This is a skills-based course with opportunities for flexible delivery to meet students' needs. The needs of students should determine all aspects of the course including areas such as modules studied, and texts and activities chosen. It aims to support students in their study of the English (Standard) course or the English (ESL) course and the English language demands of other subjects at Stage 6.

**Fundamentals of English Course**

Students undertake:
- Module A: Approaches to Area of Study in English (Compulsory) and up to four additional Modules chosen from:
  - Module B: Oral Communication Skills
  - Module C: Writing for Study
  - Module D: Investigative Skills
  - Module E: Workplace Communication.

**Particular Course Requirements**

All modules involve a minimum of 24 indicative hours of study. Module A is compulsory. Students must complete a minimum of three modules. They may undertake other modules (with a minimum of 24 indicative hours of study) or apply the balance of time to additional work in the modules they have already undertaken.
Course: General 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 of the Standard Mathematics course for the School Certificate, together with the recommended options Trigonometry and Further Algebra.

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 application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These 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

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Mathematics</td>
<td>Financial Mathematics</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>Measurement</td>
<td>Measurement</td>
</tr>
<tr>
<td>Probability</td>
<td>Probability</td>
</tr>
<tr>
<td>Algebraic Modelling</td>
<td>Algebraic Modelling</td>
</tr>
</tbody>
</table>

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

External Assessment

<table>
<thead>
<tr>
<th>Weighting</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A variety of assessment tasks across all of the content of the course.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used.

Geometrical instruments and approved geometrical templates may be used.

<table>
<thead>
<tr>
<th>Weighting</th>
<th>100</th>
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<tbody>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Mathematics  
Course No: 15240

| 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 of the Intermediate Mathematics course for the School Certificate, along with the recommended options.  
| **Exclusions:** General Mathematics  

**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 Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

**Main Topics Covered**

| Preliminary Course  
| - Basic arithmetic and algebra  
| - Real functions  
| - Trigonometric ratios  
| - Linear functions  
| - The quadratic polynomial and the parabola  
| - Plane geometry – geometrical properties  
| - 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  

**External Assessment**
A single written examination paper of three hours duration, consisting of ten questions of equal value.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, 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 two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

**Internal Assessment**
The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) 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 attainment in both components.

Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.
**Course:** Mathematics Extension 1  
**Course No:** 15250  
1 unit in each of Preliminary (Preliminary Mathematics Extension) and HSC Board Developed Course  

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

**Exclusions:** General Mathematics  

**Course Description**  
The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.  

**Main Topics Covered**  

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

**HSC Course**  
- Methods of integration  
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)  
- Equation \( \frac{dN}{dt} = k(N - P) \)  
- Velocity and acceleration as a function of \( x \)  
- Projectile motion  
- Simple harmonic motion  
- Inverse sine and inverse trigonometric functions  
- Induction  
- Binomial theorem  
- Further probability  
- Iterative methods for numerical estimation of the roots of a polynomial equation  
- Harder applications of Mathematics HSC course topics  

**External Assessment**  
Two written examination papers. One paper is the Mathematics course paper and is of three hours duration. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of seven questions of equal value.  

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, 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 two-question allowance from the Preliminary course.  

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.  

**Internal Assessment**  
The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) 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 attainment in both components.  

School assessment for the Mathematics Extension 1 HSC course can be based on the whole of the Mathematics Extension 1 course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
**Course:** Mathematics Extension 2

**Course No:** 15260

1 unit for the HSC

Board Developed Course

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

**Exclusions:** General Mathematics

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**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.

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**Main Topics Covered**

- Graphs
- Complex Numbers
- Conics
- Integration
- Mechanics
- Volumes
- Polynomials
- Harder Mathematics Extension 1 topics

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**External Assessment**

Two written examination papers. One paper is the Mathematics Extension 1 course paper and is of two hours duration. The other paper, of three hours duration, is based on the Mathematics Extension 2 course and consists of eight questions of equal value.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

---

**Internal Assessment**

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) 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 attainment in both components.
Course: Biology  
Course No: 15030

2 units for each of Preliminary and HSC  
Board Developed Course  

Exclusions: Senior Science (Preliminary only)

Course Description
Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Modules</strong></td>
<td><strong>Core Modules</strong></td>
</tr>
<tr>
<td>- A Local Ecosystem</td>
<td>- Maintaining a Balance</td>
</tr>
<tr>
<td>- Patterns in Nature</td>
<td>- Blueprint of Life</td>
</tr>
<tr>
<td>- Life on Earth</td>
<td>- The Search for Better Health</td>
</tr>
<tr>
<td>- Evolution of Australian Biota</td>
<td>One Option from the following modules:</td>
</tr>
<tr>
<td></td>
<td>- Communication</td>
</tr>
<tr>
<td></td>
<td>- Biotechnology</td>
</tr>
<tr>
<td></td>
<td>- Genetics: The Code Broken?</td>
</tr>
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<td></td>
<td>- The Human Story</td>
</tr>
<tr>
<td></td>
<td>- Biochemistry</td>
</tr>
</tbody>
</table>

Particular Course Requirements
Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Biology Skills modules 8.1 (Preliminary) and 9.1 (HSC).

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences 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 three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding:</td>
<td>40</td>
</tr>
<tr>
<td>Core Modules</td>
<td>75</td>
<td>- Prescribed Focus Areas (outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>- Domain (outcomes H6–H10).</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>Skills in planning and conducting first-hand investigations, and in</td>
<td>30</td>
</tr>
<tr>
<td>Options (one only to be attempted)</td>
<td>25</td>
<td>communicating information and understanding based on these investigations.</td>
<td></td>
</tr>
<tr>
<td>Short-answer part-questions</td>
<td></td>
<td>Skills in scientific thinking, problem solving and in communicating</td>
<td>30</td>
</tr>
<tr>
<td>Questions/question parts focusing on Core Module</td>
<td></td>
<td>understanding and conclusions.</td>
<td></td>
</tr>
<tr>
<td>9.1 will be incorporated into both the Core and</td>
<td></td>
<td><strong>Note:</strong> No more than 50% weighting may be allocated to examinations and topic</td>
<td></td>
</tr>
<tr>
<td>Option sections of the paper.</td>
<td></td>
<td>tests.</td>
<td></td>
</tr>
</tbody>
</table>

100 100
Course: Chemistry  
Course No: 15050  

2 units for each of Preliminary and HSC Board Developed Course  

Exclusions: Senior Science (Preliminary only)

Course Description
Chemistry is the study of the physical and chemical properties 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 the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course Core Modules</th>
<th>HSC Course Core Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Chemical Earth</td>
<td>• Production of Materials</td>
</tr>
<tr>
<td>• Metals</td>
<td>• The Acidic Environment</td>
</tr>
<tr>
<td>• Water</td>
<td>• Chemical Monitoring and Management</td>
</tr>
<tr>
<td>• Energy</td>
<td>One Option from the following modules:</td>
</tr>
<tr>
<td></td>
<td>• Industrial Chemistry</td>
</tr>
<tr>
<td></td>
<td>• Shipwrecks, Corrosion and Conservation</td>
</tr>
<tr>
<td></td>
<td>• The Biochemistry of Movement</td>
</tr>
<tr>
<td></td>
<td>• The Chemistry of Art</td>
</tr>
<tr>
<td></td>
<td>• Forensic Chemistry</td>
</tr>
</tbody>
</table>

Particular Course Requirements
Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Chemistry Skills modules 8.1 (Preliminary) and 9.1 (HSC).

Students will complete a minimum of 80 indicative hours of practical experiences 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 three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding:</td>
<td>40</td>
</tr>
<tr>
<td>Core Modules Multiple-choice questions Short-answer questions</td>
<td>75</td>
<td>- Prescribed Focus Areas (outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Options (one only to be attempted) Short-answer part-questions</td>
<td>25</td>
<td>- Domain (outcomes H6–H10). Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations.</td>
<td></td>
</tr>
<tr>
<td>Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.</td>
<td></td>
<td>Skills in scientific thinking, problem solving and in communicating understanding and conclusions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note: No more than 50% weighting may be allocated to examinations and topic tests.</td>
<td></td>
</tr>
</tbody>
</table>

| | 100 | | 100 |
Course: Physics  
Course No: 15330

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description
Physics investigates natural phenomena, identifies patterns and applies 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 the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course Core Modules</th>
<th>HSC Course Core Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The World Communicates</td>
<td>• Space</td>
</tr>
<tr>
<td>• Electrical Energy in the Home</td>
<td>• Motors and Generators</td>
</tr>
<tr>
<td>• Moving About</td>
<td>• From Ideas to Implementation</td>
</tr>
<tr>
<td>• The Cosmic Engine</td>
<td>• Geophysics</td>
</tr>
</tbody>
</table>

One Option from the following modules:
• Medical Physics
• Astrophysics
• From Quanta to Quarks
• The Age of Silicon

Particular Course Requirements
Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Physics Skills modules 8.1 (Preliminary) and 9.1 (HSC).

Students will complete a minimum of 80 indicative hours of practical experiences 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 three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding:</td>
<td>40</td>
</tr>
<tr>
<td>Core Modules</td>
<td>75</td>
<td>- Prescribed Focus Areas (outcomes H1–H5)</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>- Domain (outcomes H6–H10).</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>Skills in planning and conducting first-hand investigations and in communicating</td>
<td>30</td>
</tr>
<tr>
<td>Options (one only to be attempted)</td>
<td>25</td>
<td>information and understanding based on these investigations.</td>
<td></td>
</tr>
<tr>
<td>Short-answer part-questions</td>
<td></td>
<td>Skills in scientific thinking, problem solving and in communicating understanding</td>
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</tr>
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<td>Questions/question parts focusing on Core Module 9.1 will be incorporated into both</td>
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</tr>
<tr>
<td>the Core and Option sections of the paper.</td>
<td></td>
<td>Note:</td>
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<td></td>
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</table>

100  100
Course: Senior Science
Course No: 15340

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics

Course Description
The Preliminary course incorporates the study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern students who have completed the Preliminary course in Biology, Chemistry, Earth and Environment Science or Physics and who discontinue that course may replace it with the HSC course in Senior Science. These students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environmental Science or Physics.

Topics Covered

Preliminary Course
Core Modules
- Water for Living
- Plants
- Humans at Work
- The Local Environment

HSC Course
Core Modules
- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems
One Option from the following modules:
- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

Particular Course Requirements
Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Senior Science Skills modules 8.1 (Preliminary) and 9.1 (HSC).

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences 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>
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</tbody>
</table>
Course: HSC Ancient History
2 units for each of Preliminary and HSC
Board Developed Course

Course No: 15020
Exclusions: Nil

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

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

Main Topics Covered

Preliminary Course

- **Part 1: Introduction**
  - Investigating the past: History, Archaeology and Science
  - Case Studies (at least ONE)

- **Part II: Studies of Ancient Societies, Sites and Sources**
  At least ONE study to be chosen.

- **Part III: Historical Investigation**
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as
  one project, individually or as part of a group.

HSC Course

- **Part I: Core Study:** Cities of Vesuvius – Pompeii and Herculaneum (25%)

- **Part II:** ONE Ancient Society (25%)

- **Part III:** ONE Personality in their Times (25%)

- **Part IV:** ONE Historical Period (25%)

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

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section I: Core</strong> Source-based short-answer questions</td>
<td>25</td>
<td>Oral Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Section II: Ancient Societies</strong> A question in 4 or 5 parts</td>
<td>25</td>
<td>Research</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section III: Personalities in their Times</strong> A question in 2 or 3 parts</td>
<td>25</td>
<td>Source analysis</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section IV: Historical Periods</strong> Extended response</td>
<td>25</td>
<td>Examination/test items</td>
<td>40</td>
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<td></td>
<td>100</td>
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</tbody>
</table>
**Course:** HSC History Extension  
**Course No:** 15280

1 unit HSC  
Board Developed Course  
**Exclusions:** Nil

### Course Description
HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part 1 of the course, students investigate the question ‘What is history?’ through readings compiled in a source book and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

### Main Topics Covered

**Part I: What is History? (60% of course time)**
- Key questions:
  - Who are the historians?
  - What are the aims and purposes of history?
  - How has history been constructed and recorded over time?
  - Why have the approaches to history changed over time?

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

**Part II: History Project (40% of course time)**
An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

### Particular Course Requirements
The Preliminary course in Modern or Ancient History is a prerequisite for the HSC course.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</table>
| A two-hour written examination comprised of TWO questions, both compulsory.  
Question 1: one compulsory essay question based on an unseen passage as stimulus.  
Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study. | 25 | Assessment tasks  
History Project made up of:  
Proposal  
Essay  
Bibliography  
Process Log | 10  
40 |
| | 50 | 50 |
Course: Music 1  
Course No: 15290

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 the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

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

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>
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</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core Performance</td>
<td>10</td>
</tr>
<tr>
<td>Written examination – Aural Skills (45–60 minutes)</td>
<td>30</td>
<td>Core Composition</td>
<td>10</td>
</tr>
<tr>
<td>Core Musicology</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Core Aural</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Elective 1</td>
<td>15</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>Performance (one piece)</td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td>Composition (one submitted composition)</td>
<td></td>
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<tr>
<td>Musicology (one viva voce)</td>
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<td></td>
<td></td>
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<tr>
<td>▪ Elective 1</td>
<td>20</td>
<td></td>
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<tr>
<td>▪ Elective 2</td>
<td>20</td>
<td></td>
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<tr>
<td>▪ Elective 3</td>
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Subject Fee: To be advised.
**Course: Business Studies**

**Course No: 15040**

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Nil

**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 (25%) – the nature and role of business
- Key Business Functions (30%) – analysis of nature and role of key business functions
- Establishing a Business (25%) – issues and steps in establishing and maintaining a business
- Developing a Business Plan (20%) – the role of planning for success in business

**HSC Course**

- Business Management and Change (20%) – the nature and responsibilities of management
- Financial Planning and Management (20%) – financial management for success in business
- Marketing (20%) – the nature and role of marketing for business
- Employment Relations (20%) – the nature of effective employment relations in business
- Global Business (20%) – the implications of globalisation on business

**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: 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, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests and internal exams</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and analysis of case studies</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Stimulus-based skills</td>
<td>20</td>
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<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>
**Course:** Design and Technology  
**Course No:** 15080

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

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

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

In the HSC course, students undertake a study of innovation and emerging technologies, 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**

<table>
<thead>
<tr>
<th><strong>Preliminary Course</strong></th>
<th><strong>HSC Course</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.</td>
<td>Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.</td>
</tr>
</tbody>
</table>

**Particular Course Requirements**
In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

**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><strong>Section I:</strong> The examination consists of: Written Paper. Part A – Multiple Choice Part B – ONE compulsory question made up of a number of short structured response parts Part C – extended response questions (choose one out of three) Questions based on Innovation &amp; Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</td>
<td>40</td>
<td>Innovation and Emerging Technologies, including a compulsory case study of an innovation Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Section II:</strong> Major Design Project This will include submission of: (i) a folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) a product system or environment.</td>
<td>60</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

| | 100 | 100 |

*Subject Fee: $30 per Term, plus cost of materials to be used for HSC Major Design Project.*
Course: Drama

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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

Preliminary Course

Content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.

HSC Course

Australian Drama and Theatre and Studies in Drama and Theatre involve the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces.

The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

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

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, the published Course Prescriptions include a topic list which 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 changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
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</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 1½-hour written examination comprising two compulsory sections:</td>
<td>40</td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>• Australian Drama and Theatre (Core)</td>
<td></td>
<td>Development of Individual Project</td>
<td>20</td>
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<tr>
<td>• Studies in Drama and Theatre</td>
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100  100
**Course: Economics**  
**Course No: 15110**  

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

**Course Description**  
Economics provides 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%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia including the share market
- Government in the Economy (20%) – the role of government in the Australian economy.

**HSC Course**
- The Global Economy (25%) – Features of the global economy and globalisation
- Australia’s Place in the Global Economy (25%) – Australia’s trade and finance
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management (25%) – the range of policies to manage the economy.

**Assessment: HSC Course only**

<table>
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</thead>
<tbody>
<tr>
<td>A three-hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests/exams</td>
<td>50</td>
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<tr>
<td></td>
<td></td>
<td>Research, investigation and communication</td>
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<td>20</td>
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</tbody>
</table>
Course: Legal Studies  
Course No: 15220

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description
The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and 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.

Preliminary Course
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the State (20% of course time)
- Part III – The Law in Focus (40% of course time)

Applications of this part as the dynamic context for the study of Parts I and II in the following common areas:
- Status under the law
- Mechanisms for achieving justice
- Responsiveness of the legal system.

HSC Course
- Law and Society (25% of course time)
- Focus Study: Crime (25% of course time)
- Additional Focus Studies (50% of course time)

Students will study two focus studies chosen from:
- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Technological change
- Workplace
- World order.

Key themes incorporated across all topics: Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

Particular Course Requirements: No special requirements

Assessment: HSC Course only

<table>
<thead>
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<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination:</td>
<td></td>
<td>Examination/Class Tests</td>
<td>50</td>
</tr>
<tr>
<td>Law and Society</td>
<td>25</td>
<td>Research</td>
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<td>Crime</td>
<td>25</td>
<td>Oral</td>
<td>10</td>
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<tr>
<td>Focus Studies</td>
<td>50</td>
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</tr>
<tr>
<td></td>
<td>100</td>
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</tr>
</tbody>
</table>
### 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.

#### Preliminary Course

**Core Topics** (70%)
- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

**Optional Component** (30%)
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
- Factors Affecting Performance

**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>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Core Options</td>
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<tr>
<td>Part A – multiple choice</td>
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<td>40</td>
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<tr>
<td>Part B – short answer and extended response related to core</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Part C – short answer and extended response related to two options</td>
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</tr>
</tbody>
</table>

*Subject Fee: $20 per Term, plus cost of completing First Aid Course*
Course: Studies of Religion I

Course No: 15370

1 unit for each of Preliminary and HSC Board Developed Course

Exclusions: Studies of Religion II

Course Description

Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

Preliminary Course

- Nature of Religion and Beliefs
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Two Religious Traditions Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance.

HSC Course

- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Two Religious Tradition Depth Studies from:
  - Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.

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>
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<td>15</td>
<td>Components:</td>
<td>15</td>
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<tr>
<td>Section I: Religion and Belief Systems in Australia post-1945</td>
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<td>Religion and Belief Systems in Australia post-1945</td>
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<tr>
<td>Section II: Religious Tradition Depth Studies</td>
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<td>Religious Tradition Depth Studies</td>
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</tr>
<tr>
<td>Section III: Religious Tradition Depth Studies (extended response)</td>
<td>50</td>
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</tbody>
</table>

50
### Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

#### Preliminary Course

- **Nature of Religion and Beliefs**
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- **Three Religious Traditions Studies from:**
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Origins
    - Principal beliefs
    - Sacred texts and writings
    - Core ethical teachings
    - Personal devotion/expression of faith/observance.
- **Religions of Ancient Origin**
  - The response to the human search for ultimate meaning in two religions of ancient origin from:
    - Aztec or Inca or Mayan
    - Celtic
    - Nordic
    - Shinto
    - Taoism
    - an Indigenous religion from outside Australia
- **Religion in Australia pre-1945**
  - The arrival, establishment and development of religious traditions in Australia prior to 1945.

#### HSC Course

- **Religion and Belief Systems in Australia post-1945**
  - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- **Three Religious Tradition Depth Studies from:**
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Significant people and ideas
    - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
    - Significant practices in the life of adherents.
- **Religion and Peace**
  - The distinctive response of religious traditions to the issue of peace.
- **Religion and Non-Religion**
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

#### 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></td>
<td>Components:</td>
<td></td>
</tr>
<tr>
<td>Section I: Religion and Belief Systems in Australia post-1945</td>
<td>15</td>
<td>Religion and Belief Systems in Australia post-1945</td>
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<tr>
<td>Religion and Non-Religion</td>
<td>15</td>
<td>Religious Tradition Depth Studies</td>
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<tr>
<td>Section II: Religious Tradition Depth Studies</td>
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<td>Religion and Peace</td>
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<td>Religion and Non-Religion</td>
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<td>Religion and Non-Religion</td>
<td>15</td>
</tr>
<tr>
<td>Section III: Religious Tradition Depth Studies (extended response)</td>
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<tr>
<td>Religion and Peace</td>
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<tr>
<td></td>
<td></td>
<td><strong>Components</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Course: Visual Arts  
Course No: 15400

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

**Course Description**

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

**Preliminary Course** learning opportunities focus on:
- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

**HSC Course** learning opportunities focus on:
- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

**Particular Course Requirements**

**Preliminary Course:**
- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

**HSC Course:**
- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

**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 1½-hour written examination paper</td>
<td>50</td>
<td>Development of the body of work</td>
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</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
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<tr>
<td></td>
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</tbody>
</table>

*Subject Fee: $40 per Term, plus cost of materials to be used for HSC Body of Work.*
Board Endorsed Courses
<table>
<thead>
<tr>
<th><strong>Course:</strong> Sport, Lifestyle and Recreation Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Endorsed Course</td>
</tr>
<tr>
<td><strong>Exclusions:</strong> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</td>
</tr>
</tbody>
</table>

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:
- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.
Subject Selections Year 11 - 2011 and Year 12 - 2012

Student Name: ____________________________________________

Subject A - Coptic Orthodox Studies and Subject B – English are compulsory. For English, please place a tick in the box for the course you wish to study. For Subject Lines 1-5, select your electives by numbering the appropriate boxes with your preferences from 1 to 3 for each line.

<table>
<thead>
<tr>
<th>Subject A:</th>
<th>Coptic Orthodox Studies - Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject B:</strong></td>
<td><strong>English - Compulsory</strong></td>
</tr>
<tr>
<td></td>
<td>English Advanced</td>
</tr>
<tr>
<td><strong>Line 1:</strong></td>
<td>General Mathematics</td>
</tr>
<tr>
<td><strong>Line 2:</strong></td>
<td>Ancient History</td>
</tr>
<tr>
<td><strong>Line 3:</strong></td>
<td>Drama</td>
</tr>
<tr>
<td><strong>Line 4:</strong></td>
<td>Physics</td>
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<tr>
<td></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Line 5:</strong></td>
<td>Preliminary English Extension</td>
</tr>
</tbody>
</table>

Parent’s Signature: _______________________________________  Date: ____________
Some students may have difficulty choosing their favoured subjects where two subjects that they particularly want to study are placed on the same line. Please indicate if there are any subjects that you would have liked to have done, but are unable to, because they are on the same line. You should still list these subjects as your second preference on the lines on which these clashes occur.

Line: ___ Subjects involved: _____________________ and______________________

Line: ___ Subjects involved: _____________________ and______________________

This form should be completed and returned to Mr. De Martin by Friday 30th July 2010.