



Curriculum Handbook

Stage 6

Year 11 – 2018

Year 12 - 2019





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Welcome to the Senior Years

Welcome to your final years at The Scots School Bathurst. The senior years are academically challenging and rich and rewarding in experience. It is our desire that you continue to grow “in wisdom and in stature and in favour with God and man”. Within each one of you is a God-given, unique potential and your teachers are looking forward to helping you develop and achieve your personal best in all aspects of your school life.

The aim of this booklet is to provide you with the information that will assist you in the process of choosing subjects and making plans for the future. If you, or your parents, would like any further information, you are welcome to contact the teaching staff, Heads of Department or myself.

Ms Tracey Leaf
Deputy/Head of Senior School

Executive Staff 2017

Headmaster	Mr David Gates B.A. (Syd.); Grad.Dip.Ed (STC)
Deputy Head/Head of Senior School	Ms Tracey Leaf Dip Teach BA (UNE) MA (Deakin)
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Stage 6 Co-ordinator	Miss Rachel Hughes B.Ed.(Distinction)(CSU)
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Selection of Courses of Study for Years 11 and 12

The following information is offered as a guide to students and parents in making decisions about appropriate courses of study. It is important to remember that choices be made very carefully and are as final as possible to enable the school to undertake detailed planning for next year.

Choosing Subjects

The School offers a wide range of subjects in Years 11 and 12 but, as there are a limited number of periods in the week, subjects must be grouped together to be taught at the same time. A completely free choice is never possible at any school. To ensure that the largest possible number of students are able to take the subjects of individual choice, a timetabling program will be used to determine subject groupings.

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

The following points should be noted very carefully when choices are being made:

- Choice of subjects should relate closely to the interests and abilities of students. The best advice that can be given is for students to take the subjects that they are most interested in. It follows that if a student enjoys a subject then they will be more prepared to work in that subject and spend time reading and doing homework and assignments in that subject.
- Subjects should be chosen with all possible career options left open. This is important as students often change their minds about careers between the start of Year 11 and the end of Year 12.
- Where career interests may involve tertiary education, the admissions requirements of the universities and other institutions should be checked with the institutions concerned.
- The entry requirements for universities and other tertiary institutions should be considered very carefully. Our Careers Advisor (Miss R Hughes) will give students and parents every assistance, but final responsibility for the accuracy and currency of tertiary entrance requirements rests with the student and parent.



Requirements for the Award of a Higher School Certificate (NESA)

If you wish to be awarded a Higher School Certificate:

- you must study a minimum of 12 units in the Preliminary course (Year 11) and a minimum of 10 units in the HSC course (Year 12)
-

Both the Preliminary course and the HSC course must include the following:

- at least 6 units from Board Developed Courses, including at least 2 units of a Board Developed Course in English
- at least 3 courses of 2 units value or greater
- at least four subjects
- at most 7 units in (Year 12) Science can contribute to the Higher School Certificate eligibility
- you must complete the practical, oral or projects work required for specific courses and the assessment requirements for each course.
- you must have sat for, and made a serious attempt at the required Higher School Certificate examinations

Higher School Certificate Course Notes

- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject
- Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate, no more than 6 Preliminary units and 7 HSC units of Science can be included
- The course Investigating Science (if offered) may not be taken as a Preliminary HSC course with any of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Extension Science and Physics. The above does not apply for the HSC Investigating Science Course
- You must study Music 2 if you wish to study HSC Music Extension

Additional information about courses and the new HSC is available on the Board of Studies (NESA) website: www.boardofstudies.nsw.edu.au/hsc/



The Scots School Course Requirements for Years 11 and 12

Our aim is to be a school acknowledged as providing a well-rounded education. We actively encourage students to pursue success in all undertakings to prepare them for a life of contribution to the community, while serving Christ. In keeping with this aim, we will require all students to study a minimum of six 2 unit subjects in Year 11. One of these subjects must be an English course of at least 2 units.

Students must study all of their chosen subjects for the duration of Year 11.

In Year 11, in addition to the six 2 unit subjects, Preliminary English Extension and Preliminary Mathematics Extension 1 may be studied. A limited number of students may be permitted to study 13 or 14 units if they wish to study Preliminary English Extension and/or Preliminary Mathematics Extension 1.

In Year 12, all students will be expected to study a minimum of 10 units, excluding Extension courses.

In Years 11 and 12, students must study at least 2 units of English; English (Advanced) OR English (Standard) OR English as a Second Language.

2 UNIT SUBJECTS OFFERED	
Agriculture Ancient History Biology Business Studies Chemistry Design and Technology Drama Economics English (Advanced) English (Standard) English EAL/D	Mathematics Mathematics Standard 2 Modern History Ancient History Music 1 and 2 Physics PDHPE Visual Arts
ADDITIONAL SUBJECTS OFFERED	
YEAR 11	YEAR 12
Preliminary English Extension Preliminary Mathematics Extension 1 Preliminary Studies of Religion (1 unit)	HSC English Extension 1 HSC English Extension 2 HSC Mathematics Extension 1 HSC Mathematics Extension 2 HSC History Extension HSC Music Extension HSC Studies of Religion (1 unit)

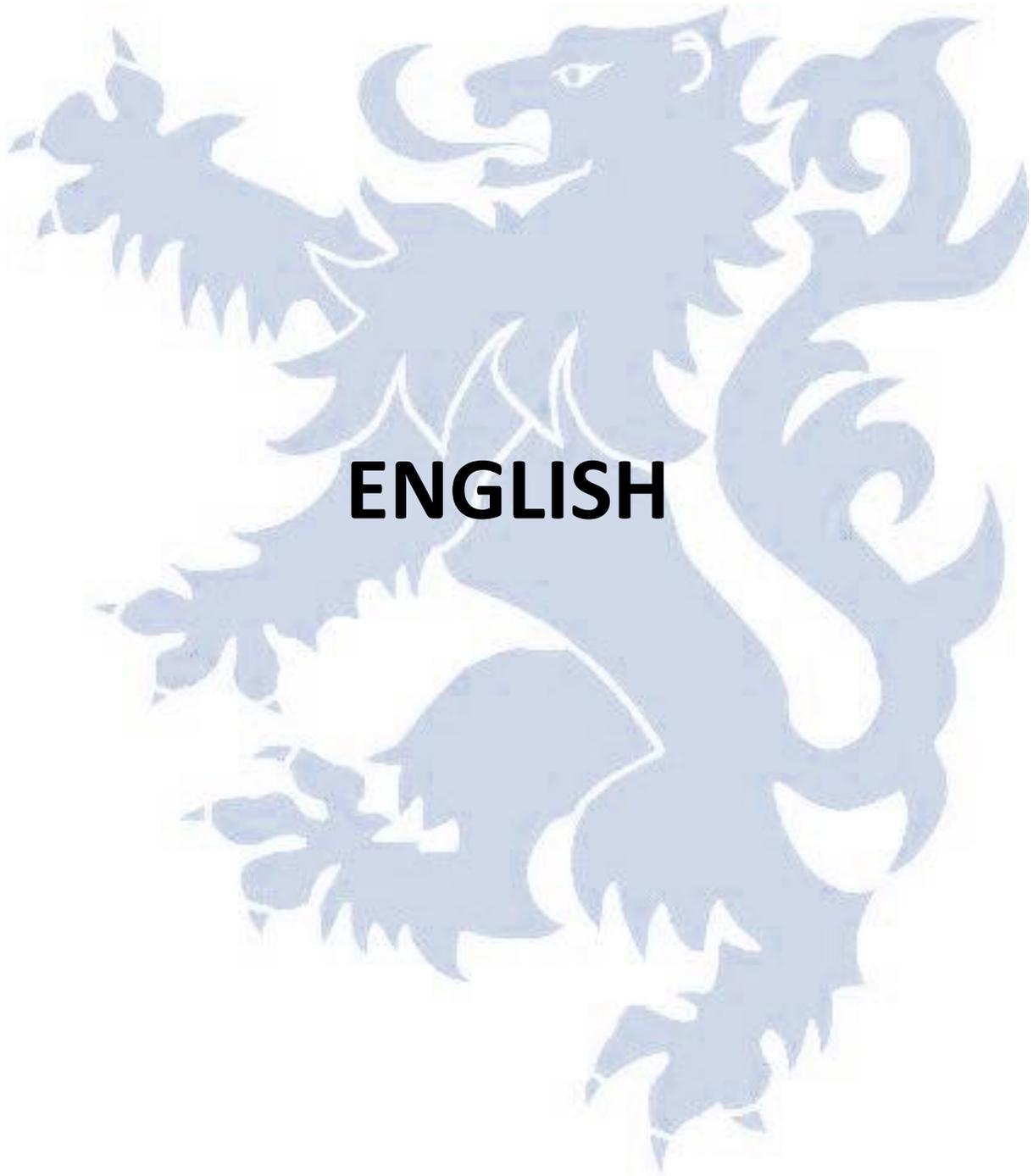


The Australian Tertiary Admissions Rank (ATAR)

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

Entry from Year 12 into university courses in NSW and the ACT generally depends upon the ATAR achieved at the completion of the Higher School Certificate. The ATAR is a ranking, which compares students' performances across the State. To qualify for an ATAR, students need to have completed 10 units of study with no more than 2 of those units coming from a TAFE or Category B course. Should students wish to take a TAFE course and a Category B course and still qualify for an ATAR, their unit selection must equal 12 units.

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





English Advanced

2 units for each of Preliminary and HSC Board Developed Courses

Course Description

English Advanced is designed for students to undertake the challenge of higher order thinking to enhance the personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding, nature and function of complex texts.

Preliminary Course

Content Common to the Standard and Advanced Courses is undertaken through the common module – reading to write: transition to Senior English

Students undertake intensive and close reading of texts from a variety of modes and media to develop the skills and knowledge necessary to appreciate, understand, analyse and evaluation of texts, convey ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

Module – Narratives that Shape our World

Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They deepen their understanding of how narrative shapes meaning in a range of modes, media and forms and how it influences the way that individuals and communities understand and represent themselves.

Module – Critical Study of Literature

Students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the texts, students develop understanding of the distinctive qualities of the text and notions of textual integrity. Students have opportunities to appreciate and express views about the aesthetic and imitative aspects of a text by composing creative and critical texts of their own.

HSC Course

Common Module: Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They exam how texts represent human qualities and emotions associated with or arising from these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and emulate the way language is used to shape these representations in a range of texts in a variety of forms, modes and media.



Module A: Textual Conversations

In this module students explore the ways in which the comparative study of texts can reveal resonances and dissonance between and within texts. Students consider the ways that reimagining or reframing of an aspect of a text might mirror a line or collide with the details of another text. In their textual studies they also explore common or disparate issues, values, assumptions or perspective and how these are depicted. By comparing two texts, students understand how composers, (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts have been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influence their perspectives and shapes their own compositions.

Module B: Critical Study of Literature

In this module students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the texts, students understand the distinctive qualities of the texts, notions of text integrity and significance.

Students study one prescribed text, central to this study is the close analysis of the text's construction, content and language to develop student's own rich interpretation of the text basing their judgements on detailed evidence, drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text, composition and reception; investigate and evaluate the perspective of others; and explore the ideas in a text further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Module C: The Craft of Writing

In this module students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.



Students appreciate, exam and analyse at least two short prescribed texts as well as texts from their own wide reading as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes; to express insights, evoke emotion, describe the wonders of the natural world, shape a perspective, or to share an aesthetic vision.

Through the study of enduring quality texts of the past as well as recognised contemporary works, students appreciate, analyse and evaluate the versatility, power and aesthetics of language through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

Particular Course Requirements

Students are required to closely study four prescribed texts. One drawn from each of the following categories:

- Shakespearean Drama
- Prose Fiction
- Poetry OR Drama

English Advanced is recommended for students who have achieved a grade result of A or B in the Stage 5 ROSA, who have strong literacy skills and enjoy reading and studying demanding texts.



English Standard

2 units for each of Preliminary and HSC Board Developed Courses

Course Description

The English Standard Course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

Preliminary Course

Common Module – Reading to Write; Transition to Senior English

This module focuses on developing student capacity to respond to a variety of texts while reflecting on their own skills and knowledge as writers. Students read a variety of texts to develop insights into the world around them, to deepen their understanding of themselves and the lives of others. Opportunities are provided for students to broaden the repertoire of their vocabulary and extend control of spelling, punctuation and grammar to gain further understanding of how their own distinctive voice may be expressed for specific purposes.

Module A: Contemporary Possibilities

In this module, students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. Students develop a deeper appreciation and understanding of the power of communication technologies to reach a broad audience for a range of purposes and the significance of this mode of communication in a global world.

Module B: Close Study of Literature

In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their engagement with the text and their own compositions, students have the opportunity to express their ideas clearly and cohesively using appropriate register, structure and modality. They plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.



HSC Course

Common module (Common to English Standard and English Advanced) – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Module A: Language, Identity and Culture

In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Module B: Close Study of Literature

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the texts and understand the ways in which these characteristics establish its distinctive qualities.

Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision. Students appreciate, examine and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own ideas and written expression. They examine how writers of complex texts use language creatively and imaginatively for a range of purposes, to describe the world around them, evoke emotion, shape a perspective or to share a vision. Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.



English EAL/D

Course Description

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. Students are provided with opportunities to develop and refine skills in spoken and written English. Students engage with a wide range of texts from Australia and other cultures. The English EAL/D course assists students to participate more effectively in Australian education and society by providing them with the opportunity to learn Standard Australian English in varied, relevant, authentic and challenging contexts.

Preliminary Course

Module A: Language and Texts in Context

Module B: Close Study of Text

Module C: Texts and Society

Optional teacher-developed module

HSC Course

Module A: Texts and Human Experiences

Module B: Language, Identity and Culture

Module C: Close Study of Text

Focus on Writing (studied concurrently with the above modules)

Particular Course Requirements

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



Preliminary English Extension

HSC English Extension 1

1 unit for each of Preliminary and HSC Board Developed Courses

Prerequisites

- a) English Advanced
- b) Preliminary English Extension 1 is a prerequisite for HSC English Extension 1
- c) HSC English Extension 1 is a prerequisite for HSC English Extension 2

Course Description

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

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

Year 11 Module

Module: Texts, Culture and Value

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Students examine a key text from the past and its manifestations in other contexts and media.



Through close study they:

- consider the relationships between the text and its culture
- explore the language of the text and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to the text
- consider the ways and reasons the original and later manifestations of the text or aspects of the text are valued.

Students also explore, analyse and critically evaluate different examples of such texts in a range of context and media, including texts of their choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

Related Project

This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

Students select a key text and examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.

Students realise insights into their research and personal evaluation of the texts in an imaginative and analytical multimodal presentation. This project may be undertaken concurrently with study of the module Texts, Culture and Value.

English Extension 1 Year 12 Course Content

Common Module – Literary Worlds

In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.



Students explore, analyse and critically evaluate textual representations of the experiences of others, including notions of identity, voice and points of view; and how values are presented and reflected in texts. They deepen their understanding of how texts construct private, public and imaginary worlds that can explore new horizons and offer new insights.

Students consider how personal, social, historical and cultural context influence how texts are valued and how context influences their responses to these diverse literary worlds. They appraise their own values, assumptions and dispositions as they develop further understanding of how texts make meaning.

In their study of literary worlds students experiment with critical and creative compositions that explore how language features and forms are crafted to express complex ideas and emotions, motivations, attitudes, experiences and values. These compositions may be realised in various forms, modes and media.

Each elective in this module involves the study of three texts from the prescribed list, with at least two being print texts. Students explore, analyse and critically evaluate a range of other texts that construct private, public and imaginary worlds.

Text Requirements

The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts.

Students are required to study at least TWO related texts.

For the Year 12 English Extension 1 course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module



HSC English Extension 2

For the Year 12 English Extension 2 course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal

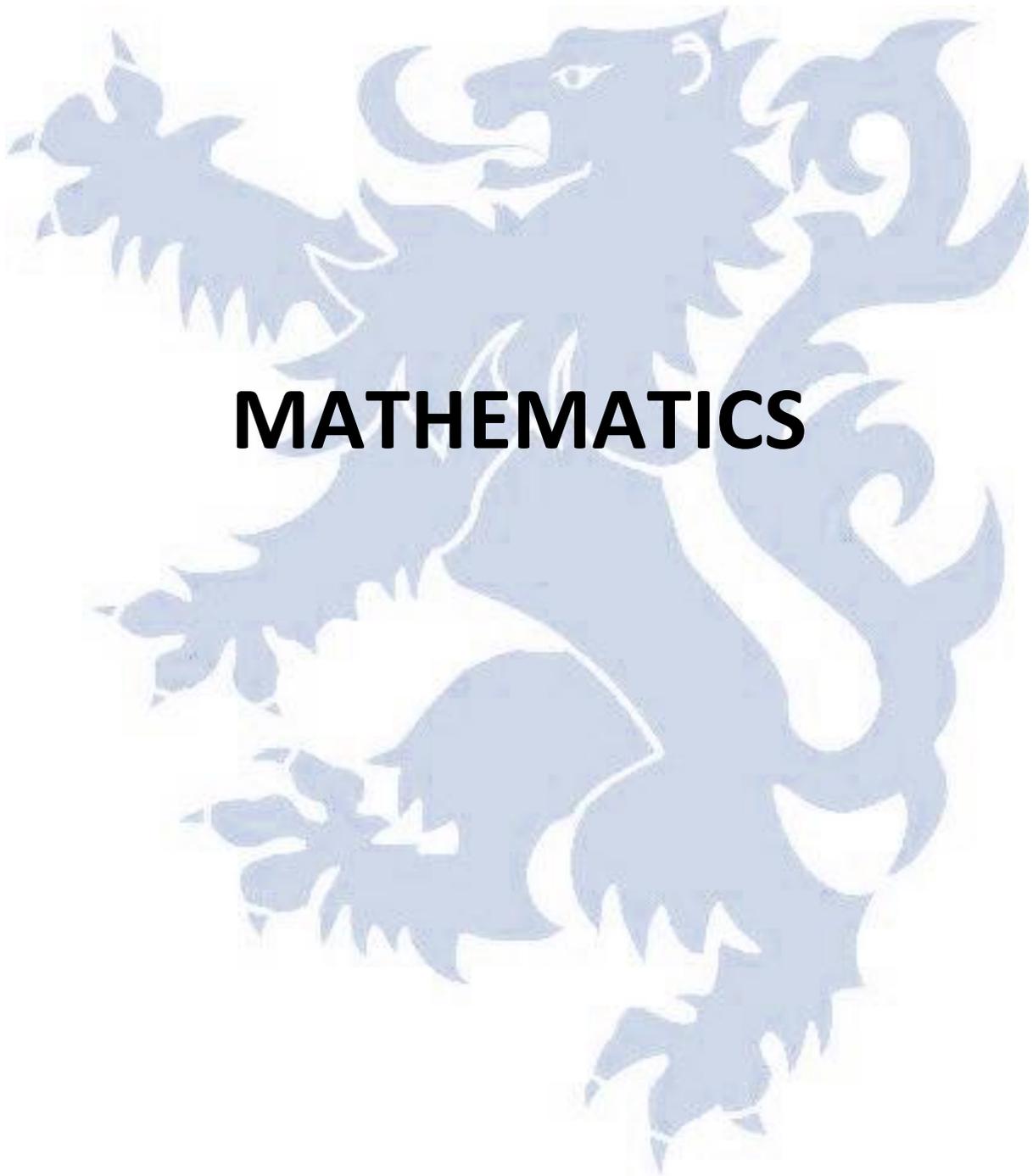
Major Work

The Major Work is a sustained, cohesive extended composition that demonstrates mastery of the composition process. The Reflection Statement reflects on and evaluates the creative process of completing an original composition. Students engage in extensive investigation of a subject of their own choosing to demonstrate the skills and knowledge developed throughout their Stage 6 English courses.

A Major Work must communicate an idea that is conceptually profound, insightful or thought provoking with a clear sense of audience and purpose appropriate to the chosen form and style. The form of the Major Work must be chosen deliberately to contribute to the authenticity, originality and overall conceptual purpose of the work. Students skilfully manipulate and control the language features and conventions of their chosen form to create an engaging composition. The work must demonstrate a conscious and purposeful style that has been refined to ensure artistry and textual integrity.

Throughout the Major Work process students will be required to demonstrate their evaluation and reflection on their research and composition in various ways.

The Processes of composition are recorded in the student's Major Work Journal and monitored by the teacher. The journal is an ongoing record, evaluation and reflection on the creative, investigative and drafting process and the realisation of an extended composition.



MATHEMATICS



Mathematics Standard

2 units for each of Preliminary and HSC Board Developed Course.

Prerequisites:

The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:

- Area and surface area
- Equations
- Financial mathematics
- Linear relationships
- Non-linear relationships
- Probability
- Right-angled triangles (Trigonometry)
- Single variable data analysis
- Volume

Course Description

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.



Content

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

Preliminary Course

Topic: Algebra

- Formulae and Equations
- Linear Relationships

Topic: Measurement

- Applications of Measurement
- Working with Time

Topic: Financial Mathematics

- Money Matters

Topic: Statistical Analysis

- Data Analysis
- Relative Frequency and Probability



HSC Course

Topic: Algebra

- Types of Relationships

Topic: Measurement

- Non-right-angled Trigonometry
- Rates and Ratios

Topic: Financial Mathematics

- Investments and Loans
- Annuities

Topic: Statistical Analysis

- Bivariate Data Analysis
- The Normal Distribution

Topic: Networks

- Network Concepts
- Critical Path Analysis

Particular Course Requirements

Students may **not** study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.

Students who have followed the Mathematics Standard 1 pathway in Year 11 are encouraged to study the Mathematics Standard 1 Year 12 course.



Mathematics Advanced

2 units for each of Preliminary and HSC Board Developed Course

Prerequisites: For students who intend to study the Mathematics course, it is recommended that they study the topics *Real Numbers*, *Algebraic Techniques* and *Coordinate Geometry* as well as at least some of *Trigonometry* and *Deductive Geometry* from Stage 5.3 (identified by §) of *Mathematics Years 7–10 Syllabus*, if not all of the content.

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.

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



Mathematics Extension 1

1 unit in each of Preliminary (*Preliminary Mathematics Extension*) and HSC Board Developed Course

Prerequisites: For students who intend to study the Mathematics Extension 1 course, it is recommended that they study the Stage 5.3 optional topics (identified by #) *Curve Sketching and Polynomials, Functions and Logarithms*, and *Circle Geometry of Mathematics Years 7–10 Syllabus*.

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.

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 functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics



Mathematics Extension 2

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.

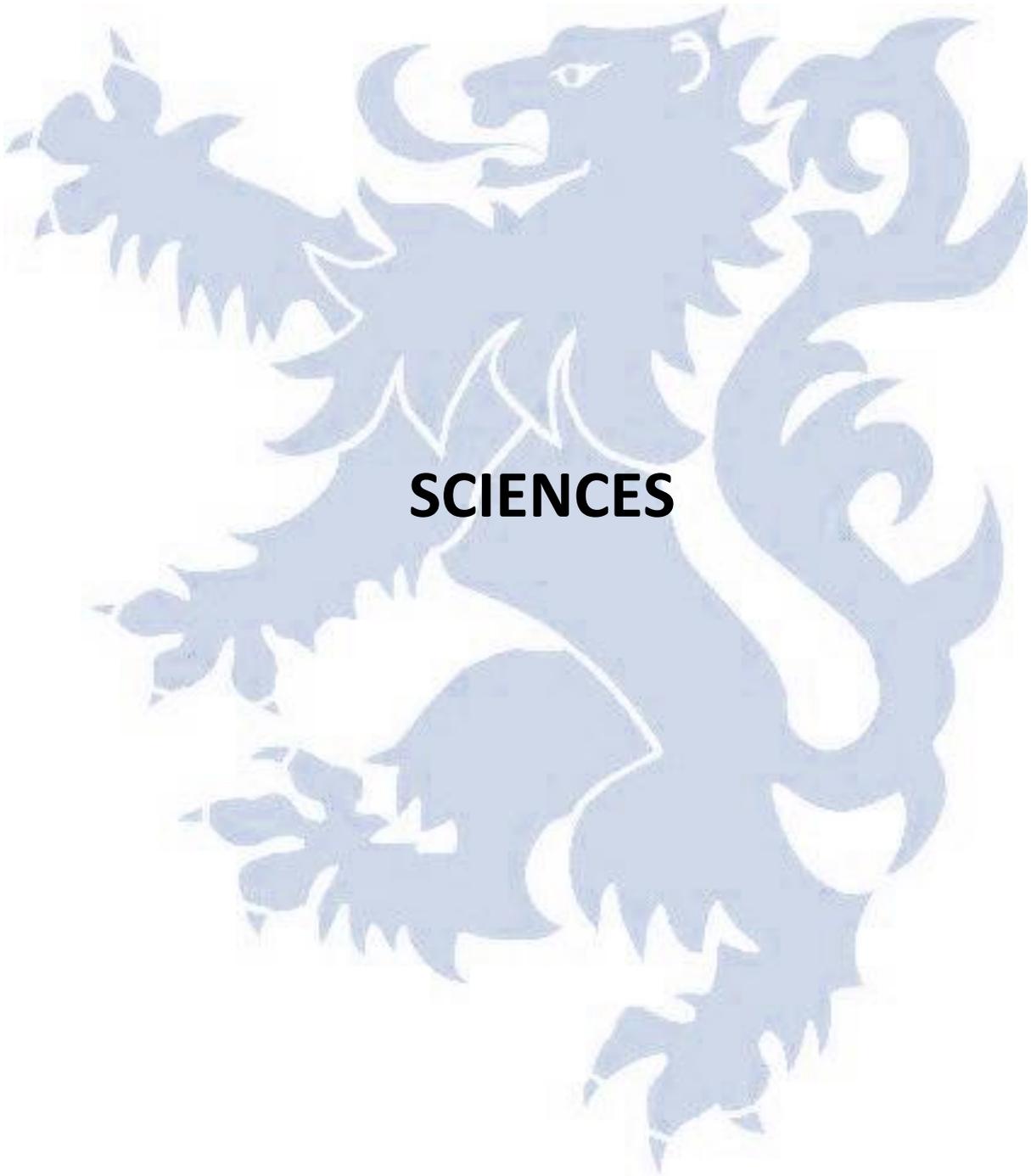
Exclusions: General Mathematics

Course Description

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

Main Topics Covered

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





Biology

2 units for each of Preliminary and HSC

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats. In particular Inquiry questions will be used in each module to focus students on the key components of each of the course modules.

Preliminary Course Modules

Module 1 – Cells as the Basis of life: Students examine the structure and function of organisms at both the cellular and tissue level. Students are introduced to the study of microbiology and the tools that scientists use in this field. These tools will be used throughout the course.

Module 2 – Organisation of Living Things: Students will look at the way that multicellular organisms are organised. Looking at the variety of living things and comparing systems such as transport systems and how the body systems work together.

Module 3 – Biological Diversity: In this module students will study Biodiversity and its importance for maintaining healthy ecosystems. The monitoring of Biodiversity and the biotic and abiotic factors for each organism is studied in detail.

Module 4 – Ecosystems Dynamics: This is the study of ecosystems past, present and future. Including the concepts of evolution.

HSC Course Modules

Module 5 – Heredity: This is the study of reproduction and inheritance. It includes the study of DNA and how it is replicated. Students also learn about contemporary research and the work of geneticists across a variety of industries, including medical applications and agriculture.

Module 6 – Genetic Change: In this module students will learn about natural and human-induced causes and effects of genetic change, including mutations, environmental pressure and uses of biotechnology. Students investigate how the processes of inheritance and evolution are applied.



Module 7 – Infectious Disease: This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease.

Module 8 – Non-infectious Disease and Disorders: Students will look at non-infectious disease and disorders, including their causes and effects on human health. They explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious diseases in populations.

Requirements for Practical Investigations

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

Practical investigations include:

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

Secondary-sourced investigations include:

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

One fieldwork exercise must be completed in Year 11.

Depth Studies

During the Year 11 and Year 12 Course, students are expected to complete a minimum of 15 hours of in-class time, in both year 11 and year 12, on at least one depth study. The depth study/ies will be one investigation/activity or a series of investigations/activities. They will address the two Working Scientifically outcomes, Questioning and Predicting, and Communicating. Two additional Working Scientifically outcomes will be addressed and at least one Knowledge and understanding outcome.



Chemistry

2 units for each of Preliminary and HSC Board Developed Courses

Course Description

The Chemistry course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

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

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Preliminary Course

Module 1: Properties and structure of matter:

This is the study of trends in the properties of compounds and elements and how that can lead to greater understanding of structure of the material world. It includes how to use these properties to separate useful materials from others. SA central concept will be a study of the Periodic Table.

Module 2: Introduction to quantitative chemistry

Students will be learning how to quantify chemical reactions, making predictions of the product yields. This module will require students to use the correct names and representations for chemical reactions. Students are expected to know how to write balanced chemical equations when they commence this unit.

Module 3: Reactive chemistry

This module is the study of the any different ways that chemicals react. It includes a study of the energy related to the formation and breaking of chemical bonds as a reaction takes place.



Module 4: Drivers of reactions

This unit looks specifically at what starts and drives a chemical reaction. The concepts of entropy and enthalpy will be introduced. Students will study and calculate the heat used and produced in chemical reaction.

HSC Course

Module 5: Equilibrium and acid reactions

Students will study the effects of changes in temperature concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle.

Module 6: Acid/base reactions

This is a detailed study of Acids and Bases and how their chemistry applies to everyday life. This includes the human body, industrial applications and the environment.

Module 7: Organic chemistry

This is a study of the properties of the different classes of Organic compounds. It includes the study of the current and future applications of chemistry, including techniques to synthesis new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society.

Module 8: Applying chemical ideas

The identification and analysis of chemicals is of immense importance in scientific research, medicine, environmental management, quality control, mining and many other fields. This unit studies ways to identify chemicals in the laboratory.

Particular Course Requirements

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

Practical investigations include:

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

Secondary-sourced investigations include:

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



Physics

2 units for each of Preliminary and HSC Board Developed Course

Course Description

This new 2 Unit course is a study of matter, motion, energy and force. It builds on the units on Electricity, Waves, Newton, Cosmology and Energy in Years 9 and 10. It contains lots of experimental work and primarily uses a mathematical approach to the understanding of the concepts. Students should have a sound ability in algebra, trigonometry, ratios and fractions to complete the problems in this course.

As well as completing the four modules in both Year 11 and 12, this course contains a section of allocated time in which teachers can select areas of special interest that you will study in depth. This is an opportunity to move away from prescribed curriculum outcomes and research interesting applications of Physics in the real world through literature reviews and experiments. Like all the science courses this course is based around an enquiry approach to learning with an emphasis on problem solving rather than just learning factual material.

Preliminary Modules

Module 1 – Kinematics: This is an introduction to the study of motion. It includes using graphs and formulae to analyse motion and also a study of Vector quantities.

Module 2 – Dynamics: In this unit students study motion using Newton's Laws of Motion

Module 3 – Waves and Thermodynamics: This module investigates how some basic physics principles can be used to make predictions for a wide range of phenomena. The study of the way energy moves by waves, both light and sound and through heating matter, is the focus.

Module 4 – Electricity and Magnetism: This is the study of how electrical charges and magnets influence the behaviour of matter

HSC Modules

Module 5 – Advanced Mechanics: This is the study of more complex motions including projectile motion, circular motion and the movement of objects in a gravitational field in space.

Module 6 – Electromagnetism: In this unit students go into depth on how the magnetic force acts on moving charges. This leads to an understanding of motors and generators.

Module 7 – The Nature of Light: This unit begins the study of the revolutionary physics of the 20th Century, including quantum physics and special relativity.

Module 8 – From the Universe to the Atom: This is the final unit which links the very small to the very large. It studies the initial models of the atom to today's Standard Model. It investigates the likelihood of further changes to the model as further technological developments occur.



Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC Board Developed Course

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 (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%): Students select **two** of the following options:

- 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 select **two** of the following options:

- 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.

A large, stylized blue lion rampant graphic that serves as a background for the title. The lion is depicted in a heraldic style, facing left with its right paw raised.

Human Society and It's Environment



Business Studies

2 units for each of Preliminary and HSC Board Developed Courses

Course Description

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts in which the students will encounter in life. The course offers focus areas and perspectives ranging from the planning of a small business to the management of operations, finance, human resources and marketing in large businesses. Through the incorporation of contemporary business theories and practices, the course lays an excellent foundation for students either in further tertiary study or in future employment. Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Preliminary Course

Nature of Business – the focus is the role and nature of business in a changing business environment

Business Management – the focus is the nature and responsibilities of management in business

Business Planning – the focus is the processes of establishing and planning a small to medium enterprise

HSC Course

Operations – the focus is the strategies for effective operations management in large businesses

Marketing – the focus is the main elements involved in the development and implementation of successful marketing strategies

Human Resources – the focus is the contribution of human resource management to business performance

Finance - the focus is the role of interpreting financial information in the planning and management of business

Particular Course Requirements

Students do not need to have studied Commerce in Years 9 and 10. In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.



Modern History

2 units for each of Preliminary and HSC Board Developed Course

Preliminary Course Description

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The course comprises three sections. Students are required to study all three sections of the course.

Main Topic Areas Covered

Investigating Modern History
The Nature of Modern History
Case Studies
Historical Investigation
The Shaping of the Modern World

Students undertake:

at least ONE option from 'The Nature of Modern History' AND
at least TWO case studies.

ONE case study **must** be from Europe, North America or Australia.

ONE case study **must** be from Asia, the Pacific, Africa, the Middle East or Central/South America.

Case studies are inquiry-based investigations into historical features, individuals, groups, events or concepts in modern history. They are oriented towards the problems and issues of investigating the past.

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

HSC Course Description

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world. Students are required to study at least ONE non-European/Western topic, selected from the approved list. (p 14 of syllabus)

Core Study: Power and Authority in the Modern World 1919–1946
One-National Studies topic
One-Peace and Conflict topic
One-Change in the Modern World topic



Ancient History

2 units for each of Preliminary and HSC Board Developed Course

Preliminary Course Description

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

The course comprises three sections. Students are required to study all three sections of the course.

Investigating Ancient History
The Nature of Ancient History
Case Studies
Features of Ancient Societies
Historical Investigation

Students undertake:

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

ONE case study **must** be from Egypt, Greece, Rome or Celtic Europe.

ONE case study **must** be from the Near East, Asia, the Americas or Australia.

Case studies are inquiry-based investigations into historical features, people, places, events and developments of the ancient world. They are oriented towards the problems and issues of investigating the past.

Case studies must not overlap with or duplicate significantly any topic to be attempted in the Year 12

Studies of features of ancient societies are concerned with seeking explanations to the 'how' and 'why' questions of history: how people lived in the past, why they may have lived that way, and how and why their life circumstances changed.

The historical investigation is designed to further develop relevant investigative, research and presentation skills. The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.

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



The course comprises four sections. Students are required to study all four sections of the course.

Core Study: Cities of Vesuvius – Pompeii and Herculaneum

One - Ancient Societies topic

One - Personalities in their Times topic

One - Historical Periods topic

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

Egypt

Near East

China

Greece

Rome.

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



History Extension

1 unit HSC Board Developed Course

Particular Course Requirements

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

Course Description

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

Constructing History

Four key questions provide a framework for investigating the construction of history with a focus on historiography.

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

Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

History Project

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.



Studies of Religion I

1 unit for each of Preliminary and HSC Board Developed Course

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.

A large, light blue watermark of a lion rampant is centered on the page. The lion is facing left, with its right paw raised and its tail curled. The text "Technology and Applied Studies" is overlaid on the lion's body.

Technology and Applied Studies



Agriculture

2 units for each of Preliminary and HSC Board Developed Course

Course Description

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

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered

Preliminary Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

HSC Course

Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

Elective (20%)

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.



Design and Technology

2 units for each of Preliminary and HSC Board Developed Courses

Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing.

The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

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

Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of:

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



HSC Course

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

1. project proposal and project management
2. project development and realisation
3. project evaluation

Particular Course Requirements

In the Preliminary course, students **MUST** participate in hands-on practical activities and undertake a minimum of two design projects.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation.



Software Design and Development

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Computing Applications CEC

Course Description

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

Preliminary Course

Concepts and Issues in the Design and Development of Software (30%)

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to Software Development (50%)

- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions

- Maintaining software solutions

Developing software solutions (20%)

HSC Course

Development and Impact of Software Solutions (15%) - Social and ethical issues - Application of software development approaches

Software Development Cycle (40%) - Defining and understanding the problem - Planning and design of software solutions - Implementing software solutions - Testing and evaluating software solutions - Maintaining software solutions

Developing a Solution Package (25%)

Options (20%)

Study one of the following options:

Programming paradigms OR The interrelationship between software and hardware

Particular Course Requirements

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC course. It is a mandatory requirement that students spend a minimum of 20% of Preliminary course time and 25% of HSC course time on practical activities using the computer.



CREATIVE ARTS



Drama

2 units for each of Preliminary and HSC Board Developed Courses

Course Description

Drama is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values. The study of Drama will develop the talents and capacities of all students – physical, emotional, intellectual, social, spiritual, creative and expressive – as well as developing self-confidence and self-esteem.

This syllabus provides opportunities to concentrate on areas of personal interest. It is designed for students who have completed the Stage 5 course and for those who are studying Drama for the first time. Drama is both an academic and vocational subject. The world of work will continue to change rapidly. The study of Drama will help students develop a skill set that is transferrable to a range of occupations. AI (artificial intelligence) will make many current jobs redundant. Students will need EI (Emotional Intelligence) to succeed in the future work place. This involves knowing how to interact with people and be empathetic. Work in a range of occupations will require the interpersonal skills developed in Drama in addition to the ability to critically assess and analyse information.

Preliminary Course

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

HSC Course

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- The Group Performance (Core component)
- The Individual Project

Particular Course Requirements

In the Individual Project (IP) students demonstrate their expertise in a particular area. They use knowledge, skills and experience acquired in the Preliminary course to select an area in which to specialise. Students have a wide range of choice from Performance, Design, Script, Video Drama or Critical Analysis. Students chart the process of their project in a logbook. Some class time is allocated to this project but students must be prepared to work independently.

In the Group Performance students (3-6) collaborate to devise and perform a piece of original theatre (8-12 minutes in duration). As a starting point students must choose ONE topic from a list published by NESA. Each student charts the process of this project in a logbook. The Group Performance (GP) is developed in class time, however, outside class time rehearsals are essential.



Music 1

2 units for each of Preliminary and HSC Board Developed Course

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.



Music 2

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Music 1

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

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

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

Particular Course Requirements

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

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



HSC Music Extension Course

1 unit/60 hour Board Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.

Exclusions: Music 1

Course Description

The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

Particular Course Requirements

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



Visual Arts

2 units for each of Preliminary and HSC Board Developed Course

Course Description

Visual Arts involves students in art making, 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 art making, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the art world
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course:

- 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.



HSC Languages

The NSW Board of Studies offers 59 Stage 6 courses in 34 languages across four differentiated levels: Beginners, Continuers, Extension and Background Speakers. These are listed below.

An extra fee of approximately \$800 applies.

Course descriptions for these courses are in [Higher School Certificate Languages Course Descriptions](#) (PDF, 505 KB).

Language	Courses
Arabic	Arabic Beginners Arabic Continuers Arabic Extension
Armenian	Armenian Continuers (CCAFL)
Chinese	Chinese Beginners Chinese Continuers Chinese Extension Chinese Heritage (CCAFL)* from 2011 Preliminary Chinese Background Speakers
Classical Greek	Classical Greek Continuers Classical Greek Extension
Classical Hebrew	Classical Hebrew Continuers Classical Hebrew Extension
Croatian	Croatian Continuers (CCAFL)
Dutch	Dutch Continuers (CCAFL)
Filipino	Filipino Continuers (CCAFL)
French	French Beginners French Continuers French Extension
German	German Beginners German Continuers German Extension
Hindi	Hindi Continuers (CCAFL)



Hungarian	Hungarian Continuers (CCAFL)
Indonesian	Indonesian Beginners Indonesian Continuers Indonesian Extension Indonesian Heritage (CCAFL)* from 2011 Preliminary Indonesian Background Speakers
Italian	Italian Beginners Italian Continuers Italian Extension
Japanese	Japanese Beginners Japanese Continuers Japanese Extension Japanese Heritage (CCAFL)* from 2011 Preliminary Japanese Background Speakers
Khmer	Khmer Continuers (CCAFL)
Korean	Korean Continuers Korean Heritage (CCAFL)* from 2011 Preliminary Korean Background Speakers
Latin	Latin Continuers Latin Extension
Macedonian	Macedonian Continuers (CCAFL)
Malay	Malay Background Speakers (CCAFL)
Maltese	Maltese Continuers (CCAFL)
Modern Greek	Modern Greek Beginners Modern Greek Continuers Modern Greek Extension
Modern Hebrew	Modern Hebrew Continuers
Persian	Persian Background Speakers (CCAFL)
Polish	Polish Continuers (CCAFL)
Portuguese	Portuguese Continuers (CCAFL)
Russian	Russian Background Speakers (CCAFL)



Serbian	Serbian Continuers (CCAFL)
Spanish	Spanish Beginners Spanish Continuers Spanish Extension
Swedish	Swedish Continuers (CCAFL)
Tamil	Tamil Continuers (CCAFL)
Turkish	Turkish (CCAFL)
Ukrainian	Ukrainian Continuers (CCAFL)
Vietnamese	Vietnamese Continuers (CCAFL)



VET Board Endorsed Courses

VET Industry Curriculum Frameworks

Course information sheets for VET Industry Curriculum Frameworks are available on the Vocational Education page of the Board's website at:

http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html

VET Board Endorsed Courses

Course descriptions for VET Board Endorsed Courses are available on the Vocational Education page of the Board's website at:

http://www.boardofstudies.nsw.edu.au/voc_ed/board-endorsed-course-descriptions-2016.html

A cost of \$2,500 applies to the VET courses - inclusive of Government Subsidy

Courses at –

Bathurst TAFE include:

Automotive
Electrotechnology
Hospitality
Fitness

Dubbo School of Distance Education include:

Business Services
Lithgow TAFE Construction



VET Industry Curriculum Framework Course Information

Automotive

Automotive (120 indicative hours)

Automotive (240 indicative hours)

Electrotechnology

Electrotechnology (120 indicative hours)

Electrotechnology (240 indicative hours)

Hospitality

Hospitality (120 indicative hours)

Hospitality (240 indicative hours)

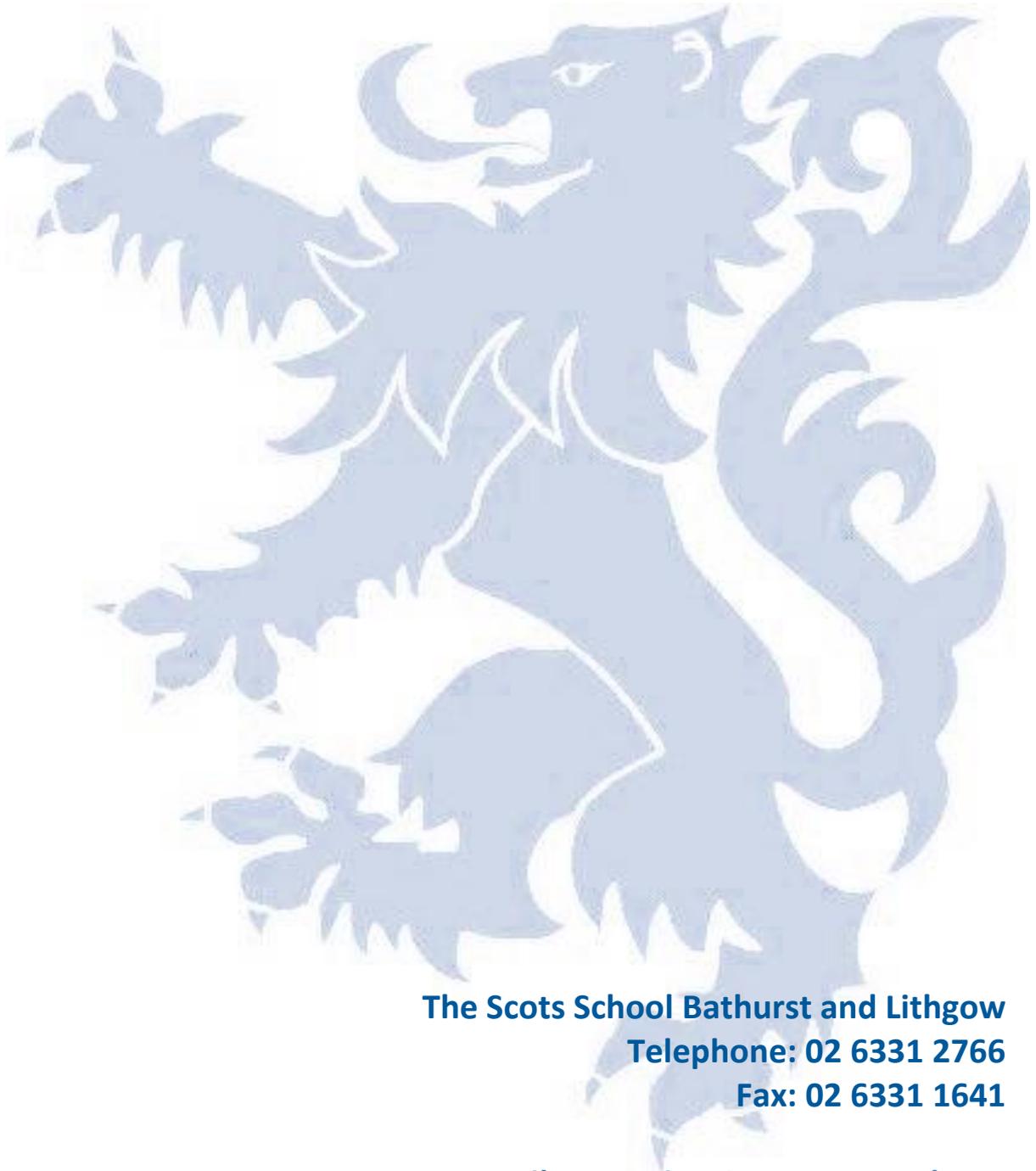
Metal and Engineering

Metal and Engineering (120 indicative hours)

Metal and Engineering (240 indicative hours)

For further information on VET Industry Curriculum Framework please refer to the following BOS website:

http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html



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