



# **Sydney Boys High School**

## **The Higher School Certificate Information Package for Students**

**Preliminary Course 2026  
HSC Course 2027**

A Parent Information Meeting  
for  
**Year 11 2026**

will be held at 6:00pm via Zoom  
on Tuesday 2 September 2025

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## General Information

This is your introduction to the HSC and the options available:

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at University and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals
- The HSC will fairly assess each student's knowledge and skills
- If you meet the minimum standard expected in a course you will receive a mark of 50 (*for 2 Unit courses*). If you have a higher standard of performance, you will receive a higher mark
- For each course you will receive easy-to-understand reports. These reports provide clear indications of what you have demonstrated you know, understand and can do in each course

## What type of courses can I select?

There are different types of courses that you can select in Years 11 and 12.

### Board Developed Courses

These courses are developed by the NSW Education Standards Authority (NESA). For each course the following information is available on NESA's website: ([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)):

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale

All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

### Board Endorsed Courses

There are three main types of Board Endorsed Courses – Content Endorsed Courses, University Developed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses
- University developed courses have been developed by universities for study by HSC students
- Schools may also design courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate
- Some Board Endorsed Courses are one-year only courses

There is no external examination for any Content Endorsed Course, University Developed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the ATAR.

## What are units?

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 unit courses. Each unit involves class time of approximately 2 hours per week (*60 hours per year*). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 4 hours per week (*approximately 120 hours per year*)  
= **100 marks**

The following is a guideline to help you understand the pattern of courses.

## 2 Unit Course

This is the basic structure for all courses.

## Extension Course

Extension study is available in a number of subjects. Extension courses are 1 unit courses that build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, History, Music and some Languages.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary Extension course in these subjects if they are to proceed to the HSC Extension 1 course. Students must study the HSC Extension 1 course if they are to study the HSC Extension 2 course. The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

## 1 Unit Courses

Studies of Religion can be undertaken as a one-unit course.

## Requirements for the Award of the HSC

If you wish to be awarded the HSC:

You must study **successfully** a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. 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 three courses of 2 units value or greater
- at least four subjects
- You must complete the practical, oral or project works 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

- If you wish to receive the ATAR, you must study a minimum of 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2026 – 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. **Additional information about the ATAR and University entry is available on the UAC Website:** <http://www.uac.edu.au>

## Assessment and Reporting

The HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

The HSC reports will provide a description of your achievements.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

- The HSC Testamur  
*The official certificate confirming your achievement of all requirements for the award*
- The Record of Achievement  
*This document lists the courses you have studied and reports the marks and bands you have achieved*
- Course Reports  
*For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown*

## **How to choose your subjects**

### **Interest**

This is the most important factor. You must choose subjects that interest you most. There is little point in choosing a subject because it is “good for you” if you have no interest in it. Such a decision may ultimately disadvantage you.

### **Past performance**

It is very important that you are realistic about your skills and ability. Seek the advice of your teachers about your capacity to cope with a particular subject, including subjects containing major works.

### **Future ambitions**

Some subjects are a desirable preparation for future courses or careers and a few are “assumed knowledge”. Students should consult the Careers Adviser if they are uncertain about “assumed knowledge” for University courses.

### **Gather Information**

It is wise to carry out as thorough an investigation as you can to determine which are the best courses for you.

- ✓ Discuss subject choice and tertiary requirements with the Careers Adviser
- ✓ Discuss subject content with senior subject teachers and senior students
- ✓ Investigate careers and employment opportunities and appropriate training courses at universities and TAFE
- ✓ Read the UAC Guide, Job Guide
- ✓ Talk to employers, students and staff at tertiary institutions
- ✓ Discuss your choices with your family
- ✓ The more research you do, the more informed your decisions will be

All current Year 10 students will have the opportunity to meet with a staff member to discuss their subject selections during Term 3 before finalising their preferences.



## HSC Courses offered at SBHS in 2026-27

Board Developed and Endorsed Courses

<b>Preliminary &amp; HSC Courses (2 Unit)</b>	<b>Preliminary Extension Courses (1 Unit)</b>	<b>HSC Extension Courses (1 Unit)</b>
Ancient History <sup>1</sup>		HSC History Extension
Biology		
Business Studies		
Chemistry		
Design and Technology		
Drama		
Economics		
Engineering Studies		
English Advanced	Preliminary English Extension 1	HSC English Extension 1 HSC English Extension 2
Geography		
Health & Movement Science		
Investigating Science		
Legal Studies		
Mathematics Advanced	Preliminary Mathematics Extension 1	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History <sup>1</sup>		HSC History Extension
Music# Music 1 <sup>2</sup> Music 2		HSC Music Extension
Physics		
Software Engineering		
Studies of Religion I – 1 Unit		
Studies of Religion II		
Visual Arts		

## HSC Board Developed and Endorsed Courses (continued)

### Languages

<b>Preliminary &amp; HSC Courses (2 Unit)</b>	<b>Preliminary Extension Courses (1 Unit)</b>	<b>HSC Extension Courses (1 Unit)</b>
Chinese Beginners		
Chinese Continuers		HSC Chinese Extension
Chinese in Context (Heritage)		
Classical Greek Continuers		HSC Classical Greek Extension
French Beginners		
French Continuers		HSC French Extension
German Beginners		
German Continuers		HSC German Extension
Japanese Beginners		
Japanese Continuers		HSC Japanese Extension
Latin Continuers		HSC Latin Extension

### HSC Course Notes

These notes and footnotes refer to the list of courses

**A number of subjects include a requirement for the development of project work for either Internal or External Assessment – for example, Visual Arts, Design & Technology, Drama, English Extension 2. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject**

# You may select one course only from each of these subject groups.

1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History
2. You cannot study this subject if you wish to attempt the associated HSC Extension course

**Additional information about courses and the HSC is available on the NSW Education Standards Authority Website: <http://www.educationstandards.nsw.edu.au>**

## Information on each Course

### Board Developed Courses

<b>Ancient History</b>		<b>Contact:</b> Ms M Rigby	
2 units for each of Year 11 and Year 12 Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description</b> The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world.			
<b>The Year 11 Course</b> is structured to provide students with the 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.			
<b>The Year 12 Course</b> is structured to provide students with the opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>• <i>Part I:</i><ul style="list-style-type: none"><li>– Investigating Ancient History: The nature of Ancient History</li><li>– Case studies</li></ul></li><li>• <i>Part II:</i> Features of ancient societies</li><li>• <i>Part III:</i> Historical investigation</li></ul>			
<b>Year 12 Course</b> <ul style="list-style-type: none"><li>• <i>Section I:</i> Core Study: Cities of Vesuvius-Pompeii and Herculaneum</li><li>• <i>Section II:</i> Ancient Societies – Spartan society to the battle of Leuctra 371 BC</li><li>• <i>Section III:</i> Personalities and their times – Xerxes</li><li>• <i>Section IV:</i> Historical Period – Greece: The Greek world 500 – 440 BC</li></ul>			
Students must make their selections in the HSC course from at least <b>two</b> of the following areas: Egypt, near East, Greece and Rome.			
<b>Particular Course Requirements</b> The Preliminary course is a prerequisite for the HSC course.			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination in four parts, including short answer and extended response questions. Each section is worth 25 marks with questions of various weightings	100	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Historical skills in the analysis and evaluation of sources and interpretations</li><li>• Historical inquiry and research</li><li>• Communication of historical understanding in appropriate forms</li></ul>	40  20  20 20
	<b>100</b>		<b>100</b>

### HSC History Extension Course

For information on the HSC History Extension course, see the History Extension information page.

<b>Biology</b>		<b>Contact:</b> Ms K Ibbott	
2 unit HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description</b> Year 11 Biology is a skills based course dealing with living things and ecosystems. The course is divided into 4 modules.  The Year 12 course examines heredity, genetics and diseases with an emphasis on working scientifically.  Year 11 and 12 Biology require the completion of depth studies and compulsory field work.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Organisation of living things</li> <li>• Biological diversity</li> <li>• Ecosystems dynamics</li> </ul>			
<b>Year 12 Course</b> <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic change</li> <li>• Infectious diseases</li> <li>• Non-infectious diseases and disorders</li> </ul>			
<b>Particular Course Requirements</b>			
The Year 11 and 12 courses each involved 120 hours of indicative study.			
<b>Assessment:</b> HSC Course only <ul style="list-style-type: none"> <li>• Skills assessment</li> <li>• Half yearly examination</li> <li>• Depth study</li> <li>• Final examination</li> </ul>			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"> <li>• <b>Section I</b> Objective response questions to the value of 20 marks</li> <li>• <b>Section II</b> There will be 20 to 25 items. At least two items will be worth 7 to 9 marks</li> </ul>	20          80	<ul style="list-style-type: none"> <li>• Skills working scientifically</li> <li>• Knowledge and understanding of course content</li> </ul>	60          40
	<b>100</b>		<b>100</b>

Business Studies		Contact: Mr P Loizou	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
<b>Course Description</b> 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.			
<b>Preliminary course structure</b> (120 indicative hours)			
Topic	Indicative hours	% of course time	
• Nature of business	24	20	
• Business management	48	40	
• Business planning	48	40	
<b>HSC course structure</b> (120 indicative hours)			
Topic	Indicative hours	% of course time	
• Operations	30	25	
• Marketing	30	25	
• Finance	30	25	
• Human Resources	30	25	
<b>Particular Course Requirements</b> In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.			
<b>Assessment:</b> HSC Course only			
External Assessment	Weighting	Internal Assessment	
A three-hour written examination, including multiple sections:		• Knowledge and understanding of course content	40
• Multiple-choice	20	• Stimulus based skills	20
• Short answers	40	• Inquiry and research	20
• Stimulus response	20	• Communication of economic information, ideas and issues in appropriate forms	20
• Extended response	20		
	100		100

The study of Commerce in the Junior school is **NOT** a pre-requisite for Business Studies in the Senior school. And all Year 11 students are free to select Business Studies as one of their HSC subjects.

The study of HSC Business Studies will enable students to participate effectively and responsibly in a changing business environment. Students have the opportunity to bridge the gap between school and work and develop a range of business related skills. Its integrated approach provides a business focus that prepares students both to engage in business activities and to participate in various business operations. The course provides an excellent foundation for tertiary study in Business related fields such as Management, Accounting, Marketing, Information Systems, Merchant Banking, Finance and Security Analysis, Business Law, Human Resource management and Industrial Relations.

Chemistry		Contact: Ms K Ibbott	
2 unit HSC Board Developed Course Exclusions: Nil			
<b>Course Description</b> Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>• Properties and structure of matter</li><li>• Introduction to quantitative Chemistry</li><li>• Reactive Chemistry</li><li>• Drivers of reactions</li></ul>			
<b>Year 12 Course</b> <ul style="list-style-type: none"><li>• Equilibrium and acid reactions</li><li>• Acid/base reactions</li><li>• Organic Chemistry</li><li>• Applying Chemical ideas</li></ul>			
<b>Particular Course Requirements</b> The Year 11 and 12 courses each involved 120 hours of indicative study.			
<b>Assessment:</b> HSC Course only <ul style="list-style-type: none"><li>• Skills assessment</li><li>• Half yearly examination</li><li>• Depth study</li><li>• Final examination</li></ul>			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"><li>• <b>Section I</b> Objective response questions to the value of 20 marks</li></ul>	20	<ul style="list-style-type: none"><li>• Skills working scientifically</li></ul>	60
<ul style="list-style-type: none"><li>• <b>Section II</b> There will be 20 to 25 items. At least two items will be worth 7 to 9 marks</li></ul>	80	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li></ul>	40
	100		100

*Please note: As communicated in the Year 10 assessment handbook, to enter Chemistry, all current Year 10 students must have a rank of 144 or higher, and at least 70% in the Year 10 Chemistry tasks. This minimum standard is based on the Course Performance Descriptors for Chemistry which can be found on the NESAs website.*

Chinese Beginners

Contact: Mr T Zheng & Ms W Zhang

2 units for each of Preliminary and HSC

Board Developed Course

Prerequisites:

Students are learning the language as a second or additional language

Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language from 100 hours or less in Stage 4 or Stage 5

Students who studied the course for BOTH Year 7 and 8, or for either Year 9 or Year 10, would be required to take the corresponding continuers course

Consult the Languages faculty regarding your eligibility

Course Description

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

Main Topics Covered

Themes

The personal world

The Chinese-speaking communities

Family life, home and neighbourhood

People, places and communities

Education and work

Friends, recreation and pastimes

Holidays, travel and tourism

Future plans and aspirations

Students' language skills are developed through tasks such as:

conversation

responding to an aural stimulus

responding to a variety of written material

writing for a variety of purposes

studying Chinese culture through texts

Particular Course Requirements: Nil

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A five-minute oral examination:		• Speaking	20
• Conversation	20	• Listening and responding	30
A 2½ hour written examination:		• Reading and responding	30
• Listening and responding	30	• Writing in Chinese	20
• Reading and responding	30		
• Writing in Chinese	20		
– Part A			
– Part B			
	100		100

<b>Chinese Continuers</b>		<b>Contact:</b> Mr T Zheng & Ms W Zhang	
2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC Board Developed Course			
<b>Prerequisites</b> Study of Chinese to Year 10 level or equivalent knowledge is assumed			
<b>Eligibility Criteria</b>			
<ul style="list-style-type: none"><li>Students have had no more than one year’s formal education from the first year of primary education (<i>Year 1</i>) in a school where the language is the medium of instruction</li><li>Students have no more than three years residency in the past 10 years in a country where the language is the medium of communication</li></ul>			
<b>Course Description</b>			
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students also will gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.			
<b>Main Topics covered</b>			
<b>Themes</b>			
<ul style="list-style-type: none"><li>the individual</li><li>the Chinese-speaking communities</li><li>the changing world</li></ul>			
Students’ language skills are developed through tasks such as:			
<ul style="list-style-type: none"><li>conversation</li><li>responding to an aural stimulus</li><li>responding to a variety of written material</li><li>writing for a variety of purposes</li><li>studying Chinese culture through texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A ten-minute oral examination: <ul style="list-style-type: none"><li>Conversation</li></ul>	20	<ul style="list-style-type: none"><li>Speaking</li><li>Listening and responding</li></ul>	20 30
A three-hour written examination: <ul style="list-style-type: none"><li>Listening and responding</li><li>Reading and responding</li></ul>	25	<ul style="list-style-type: none"><li>Reading and responding</li></ul>	30
<ul style="list-style-type: none"><li>– Part A</li><li>– Part B</li></ul>	25 15	<ul style="list-style-type: none"><li>Writing in Chinese</li></ul>	20
<ul style="list-style-type: none"><li>Writing in Chinese</li></ul>	15		
	<b>100</b>		<b>100</b>



Chinese in Context (Heritage Chinese)		Contact: Mr T Zheng & Ms W Zhang	
2 units for each of Preliminary and HSC Board Developed Course <b>Prerequisites</b> Study of Chinese to Year 10 level or equivalent knowledge is assumed <b>Target Candidature</b> <ul style="list-style-type: none"><li>Students typically have been brought up in a home where the language is used, and they have a connection to that culture</li><li>These students have some degree of understanding and knowledge of the language</li><li>Students may have had formal education in a school where the language is the medium of instruction <b>up to the age of ten</b></li></ul> <b>Eligibility Criteria</b> <ul style="list-style-type: none"><li>Students have had <b>NO</b> formal education in a school where the language is the medium of instruction beyond the year in which the student turns ten years of age (<i>typically Year 4 or 5 of primary education</i>)</li></ul>			
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students also will gain an insight into the culture and language of Chinese-speaking communities through the study of a range of texts.			
<b>Main Topics covered</b>			
<b>Issues</b> <ul style="list-style-type: none"><li>Young people and their relationships</li><li>Traditions and values in a contemporary society</li><li>The changing nature of work</li><li>The individual as a global citizen</li><li>Australian identity</li></ul> Students' language skills are developed through tasks such as: <ul style="list-style-type: none"><li>Conversation and monologue</li><li>responding to an aural stimulus</li><li>responding to a variety of written material</li><li>writing for a variety of purposes</li><li>studying Chinese culture through texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
<b>Written examination</b> <ul style="list-style-type: none"><li>Section 1: Processing and responding</li></ul>	50	<ul style="list-style-type: none"><li>Processing and responding</li></ul>	30
<ul style="list-style-type: none"><li>Section 2: Composing texts</li></ul>	30	<ul style="list-style-type: none"><li>Composing</li></ul>	25
<b>Oral Interacting</b> (Monologue)	20	<ul style="list-style-type: none"><li>Oral interacting</li></ul>	25
		<ul style="list-style-type: none"><li>Personal investigation</li></ul>	20
	<b>100</b>		<b>100</b>

<b>HSC Chinese Extension</b>		<b>Contact:</b> Mr T Zheng & Ms W Zhang	
1 unit for HSC Board Developed Course <b>Prerequisites</b> The Chinese Continuers preliminary course is a prerequisite <b>Co-requisites</b> The Chinese Continuers HSC course is a co-requisite <b>Exclusions</b> Nil			
<b>Course Description</b> The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Chinese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Chinese as a medium for communication and creative thought and expression.			
<b>Main Topics Covered</b>			
<b>Theme</b> <ul style="list-style-type: none"><li>individual and contemporary society</li></ul>			
<b>Prescribed Issues</b> <ul style="list-style-type: none"><li>Pursuit of personal goals</li><li>Relationships</li><li>Social inequality</li></ul>			
Students' knowledge and understanding of the issues are developed through tasks such as: <ul style="list-style-type: none"><li>discussing issues in prescribed and related texts</li><li>presenting points of view on issues</li><li>analysing aural and written texts</li></ul>			
<b>Prescribed text</b> Film title: <i>Nice View (2022)</i> 奇迹笨小孩 Director: Wen Muye			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Oral examination: <ul style="list-style-type: none"><li>Monologue</li></ul>	10	<ul style="list-style-type: none"><li>Speaking skills</li><li>Analysis of text</li></ul>	10 20
A two-hour written examination: Response to prescribed text <ul style="list-style-type: none"><li>Part A</li><li>Part B</li><li>Writing in Chinese</li></ul>	15 10 15	<ul style="list-style-type: none"><li>Writing skills</li></ul>	20
	<b>50</b>		<b>50</b>

<b>Classical Greek Continuers</b>		<b>Contact:</b> Mr D Burrow	
2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC Board Developed Course			
<b>Prerequisites</b> Study of Classical Greek to Year 10 level or equivalent knowledge is assumed			
<b>Exclusions</b> Nil			
<b>Course Description</b>			
The study of Classical Greek provides students with access to the culture, thought and literature of Ancient Greece. It also allows students to study the continuing influence of Classical Greek on the languages, cultures, literatures and traditions which have derived from them.			
<b>Main Topics Covered</b>			
Prose and Verse; philosophy and drama themes, such as societal ethics and morals, state of community bliss, stylistic choices that define the genres and their style of writing, staging of a drama play, chorus as an important aspect of the plays, historical background of the works.			
<b>Prescribed Texts</b>			
Lysias, <i>Speeches 1 and 12</i> and Aristophanes, <i>Clouds</i> for HSC 202.7			
<b>Preliminary Course</b>			
Study of a range of extracts of texts in the original Classical Greek. Students develop skills of translation and literary analysis.			
<b>HSC Course</b>			
Study of a prescribed prose and a prescribed verse text. Students study extracts in the original Classical Greek and the work as a whole in translation.			
Students will study:			
<ul style="list-style-type: none"><li>• literary features</li><li>• context</li><li>• historical, religious and cultural references</li><li>• ideas, beliefs, arguments and practices</li><li>• language and linguistic features of these texts</li><li>• students develop skills of translation of unseen texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination consisting of:		<ul style="list-style-type: none"><li>• Skills in translating</li></ul>	30
<ul style="list-style-type: none"><li>• Prescribed text – prose</li></ul>	35	<ul style="list-style-type: none"><li>• Skills in grammar analysis</li></ul>	10
<ul style="list-style-type: none"><li>• Prescribed text – verse</li></ul>	35	<ul style="list-style-type: none"><li>• Understanding prescribed texts</li></ul>	30
<ul style="list-style-type: none"><li>• Unseen prose and verse texts – translation</li></ul>	30	<ul style="list-style-type: none"><li>• Understanding and translating unseen texts</li></ul>	30
	<b>100</b>		<b>100</b>

HSC Classical Greek Extension		Contact: Mr D Burrow	
1 unit for HSC Board Developed Course <b>Prerequisites</b> The Classical Greek Continuers preliminary course is a prerequisite <b>Co-requisites</b> The Classical Greek Continuers HSC course is a co-requisite <b>Exclusions</b> Nil			
<b>Course Description</b> The Extension course extends student’s knowledge and understanding of Classical Greek literature and language. It develop students’ ability to analyse and response critically to Classical Greek texts.			
<b>Main Topics Covered</b>			
<b>Epic</b> Epic is a genre, characterisation of the Greek Heroes, stylistic features and linguistic choice which define the genre			
<b>Prescribed text</b> Students study extracts of Home in the original Classical Greek and the work as a whole in translation, namely Homer’s <i>Iliad</i> XVI.1–350 ( <i>pp</i> 684–867) to be read in Greek, and the rest of <i>Iliad</i> XVI and <i>Iliad</i> XIX to be read in English ( <i>Prescription for 2025–2026</i> )			
<b>Non-prescribed text</b> Translation of texts into English and translation of English text into Classical Greek.			
Students’ knowledge and understanding are developed through analysis of:			
<ul style="list-style-type: none"><li>• literary features</li><li>• context</li><li>• ideas, beliefs, arguments and practices</li><li>• language and linguistic features of these texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination: <ul style="list-style-type: none"><li>• Translation of prescribed text</li><li>• Analysis of prescribed text</li><li>• Extended response</li><li>• Analysis of non-prescribed texts</li><li>• Questions related to the non-prescribed texts</li></ul>	8 12 10 15 5	<ul style="list-style-type: none"><li>• Skills in understanding, analysing and translating complex prescribed texts</li><li>• Skills in understanding, analysing and translating complex non-prescribed texts</li></ul>	70    30
	50		100

<b>Drama</b>	<b>Contact : Ms A Barry</b>		
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
<b>Course Description</b> Students study the practices of making, performing and critically studying in drama. Students engage with these components through collaborative and individual experiences.  <b>Preliminary course</b> content comprises 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. Examples of assessment tasks include: the one act play, the non-performance individual project including the director's vision and choice of design project, scriptwriting and ensemble scenes. Year 11 students also have the opportunity to perform in the performing arts showcases and attend excursions to live theatre productions.  <b>HSC Course content</b> Australian drama and theatre and studies in drama and theatre involves 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 <b>Group Performance</b> (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate their performance skills. For the <b>Individual Project</b> , students demonstrate their expertise in a particular area. They choose one project from critical analysis <b>OR</b> design <b>OR</b> performance <b>OR</b> scriptwriting <b>OR</b> video drama.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b> <ul style="list-style-type: none"><li>Improvisation, playbuilding, acting</li><li>Elements of production in performance</li><li>Theatrical traditions and performance styles</li></ul>			
<b>HSC Course</b> <ul style="list-style-type: none"><li>Contemporary Australian drama and theatre (core content)</li><li>Studies in drama and theatre (elective content)</li><li>Group performance (core content)</li><li>Individual project</li></ul>			
<b>Particular Course Requirements</b> 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 must 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.			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Group presentation (core)	30	<ul style="list-style-type: none"><li>Australian drama and theatre</li></ul>	25
Individual project	30	<ul style="list-style-type: none"><li>Studies in drama and theatre</li></ul>	25
A 1½ hour written examination comprising two compulsory sections: <ul style="list-style-type: none"><li>Australian drama and theatre (core)</li><li>Studies in drama and theatre (elective)</li></ul>	40	<ul style="list-style-type: none"><li>Development of individual project</li><li>Projects trial and written trial</li></ul>	20 30
	<b>100</b>		<b>100</b>

<b>Economics</b>		<b>Contact: Mr P Loizou</b>	
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description</b> Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b> <ul style="list-style-type: none"><li>• Introduction to Economics (10%) – the nature of economics and the operation of an economy</li><li>• Consumers and business (10%) – the role of consumers and business in the economy</li><li>• Markets (20%) – the role of markets, demand, supply and competition</li><li>• Labour markets (20%) – the workforce and role of labour in the economy</li><li>• Financial markets (20%) – the financial market in Australia including the share market</li><li>• Government in the economy (20%) – the role of government in the Australian economy</li></ul>			
<b>HSC Course</b> <ul style="list-style-type: none"><li>• The global economy (25%) – features of the global economy and globalisation</li><li>• Australia's place in the global economy (25%) – Australia's trade and finance</li><li>• Economic issues (25%) – issues including growth, unemployment, inflation, wealth and management</li><li>• Economic policies and management (25%) – the range of policies to manage the economy</li></ul>			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination, including multiple sections:		<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li></ul>	40
<ul style="list-style-type: none"><li>• Multiple-choice</li></ul>	20	<ul style="list-style-type: none"><li>• Stimulus based skills</li></ul>	20
<ul style="list-style-type: none"><li>• Short answers</li></ul>	40	<ul style="list-style-type: none"><li>• Inquiry and research</li></ul>	20
<ul style="list-style-type: none"><li>• Stimulus response</li></ul>	20	<ul style="list-style-type: none"><li>• Communication of economic information, ideas and issues in appropriate forms</li></ul>	20
<ul style="list-style-type: none"><li>• Extended response</li></ul>	20		
	<b>100</b>		<b>100</b>

The study of Commerce in the Junior School is **NOT** a pre-requisite for the study of Economics in the Senior School, and all Year 11 students are free to elect Economics as one of their HSC subjects. The course effectively combines economic theory with current everyday economic issues and students learn to recognise and understand the major issues of the day.

The everyday relevance of its content makes the study of HSC Economics of great value not only to students interested in careers in the business world, but to all students. Economics provides an understanding of decision making processes in the world of big business, finance and government and provides an invaluable background for students contemplating tertiary studies and careers in Law, Commerce (*Marketing, Economics, Econometrics, Industrial Relations, etc*), Statistics, Accountancy, the Diplomatic Corps, Politics, Government, Merchant Banking and the Public Service.

Engineering Studies		Contact: Ms R Dam	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
<b>Course Description</b> Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include telecommunications, aeronautics, engineering mechanics/hydraulics, engineering materials, engineering electricity/electronics historical/societal influences on engineering practice and the scope of the engineering profession.  Students study engineering by investigating a range of applications and fields of engineering.  The course provides an excellent lead into the study of engineering courses, applied science courses such as architecture, as well as design courses at tertiary level.			
<b>Main Topics Covered</b> The Engineering Studies Stage 6 Syllabus comprises a Preliminary course made up of four compulsory modules ( <i>three application modules and one focus module</i> ), and an HSC course made up of four compulsory modules ( <i>two application modules and two focus modules</i> ).			
<b>Preliminary Course</b> Students undertake the course work and the study of 4 engineering modules:  Engineering application module 1: <i>Engineering fundamentals</i> Engineering application module 2: <i>Engineered products</i> Engineering application module 3: <i>Braking systems</i> Engineering focus module 4: <i>Biomedical engineering</i>			
<b>HSC Course</b> Students undertake course work and the study of 4 engineering modules:  Engineering application module: <i>Civil structures</i> Engineering application module: <i>Personal and public transport</i> Engineering focus module: <i>Aeronautical engineering</i> Engineering focus module: <i>Telecommunications engineering</i>			
<b>Particular Course Requirements</b> Attention is given to Engineering Reports in relation to the modules studied.			
<b>Assessment:</b> HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: <b>Section I</b> – Multiple-choice – application modules <b>Section II</b> – Short structured responses – historical and societal influence – scope of the profession – application and focus modules <b>Section III</b> – short, structured responses – all modules – engineering reports	10  70  20	<ul style="list-style-type: none"><li>• Tasks relating to course, module and Engineering report content assessed through tests, investigation and research, oral and written communication</li><li>• Engineering report content</li><li>• Knowledge and understanding of course content</li><li>• Knowledge and skills in research, problem solving, and communication related to engineering practices</li></ul>	60  40
	100		100

English Advanced		Contact: Mr K Caputo	
2 units for each Preliminary and HSC Board Developed Course Exclusions: Nil			
<b>Course Description</b> Students will study a variety of texts in each of the Preliminary and HSC English Advanced courses. The texts may vary by class, with the classroom teacher selecting those that will be meet the needs of the class.			
<b>Preliminary course</b> students will: <ul style="list-style-type: none"><li>Study a range of types of texts including prose fiction, drama, poetry, non-fiction, film, media and digital texts</li><li>explore texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li><li>engage with texts with a wide range of cultural, social and gender perspectives</li><li>integrate modes of reading, writing, listening, speaking, viewing and representing as appropriate</li></ul>			
<b>HSC students</b> will study four prescribed texts drawn from the following categories: <ul style="list-style-type: none"><li>Shakespearean drama</li><li>prose fiction</li><li>poetry or film</li><li>short stories, non-fiction or poetry</li></ul>			
Main Topics Covered			
<b>Preliminary</b> Each module is covered over the course of a term. The main topics covered in order of their study are:  <b>Common module:</b> <i>Reading to write</i> <b>Module A:</b> <i>Narratives that shape our world</i> <b>Module B:</b> <i>Critical study of literature</i>		<b>HSC</b> This course has four modules. The first three are taught over the course of most of a term. The final module – Module C – is taught in the last weeks of Term 4 and 2. This is called concurrent teaching by NESA:  <b>Common module:</b> <i>Texts and human experience</i> <b>Module A:</b> <i>Textual conversations</i> <b>Module B:</b> <i>Critical study of literature</i> <b>Module C:</b> <i>The craft of writing</i>	
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<b>Paper 1 (90 min)</b> <b>Common Module:</b> <i>Texts and Human Experiences</i> <b>Section I:</b> four to five short-answer questions <b>Section II:</b> one question requiring a sustained response based on the candidate's prescribed text	20 20	<ul style="list-style-type: none"><li>Knowledge and understanding of course content</li><li>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</li></ul>	50 50
<b>Paper 2 Modules (2 hours)</b> <b>Section I:</b> <i>Module A</i> . One question requiring a sustained response based on the candidate's prescribed text <b>Section II:</b> <i>Module B</i> . One question requiring a sustained response based on the candidate's prescribed text <b>Section III:</b> <i>Module C</i> . There will be one question. The question may contain up to two parts. The question will require an imaginative, discursive, persuasive, informative and/or reflective response	20 20 20		
	100		100



English Extension 1		Contact: Mr K Caputo	
2 units for each Preliminary and HSC Board Developed Course Exclusions: Nil			
Course Description Students will study the following areas.			
Preliminary course students will: <ul style="list-style-type: none"><li>consider the relationship between a key text and its culture</li><li>explore the language of the text and examine the ways in which language shapes and reflects values</li><li>consider the effects of different ways of responding to a text</li><li>consider the ways and reasons the original and later manifestations of the text or aspects of the text are valued</li><li>develop an authentic critical and creative voice in their writing</li></ul>			
HSC students will study: <ul style="list-style-type: none"><li>three prescribed texts (<i>including at least two print texts</i>)</li><li>two related texts of their own choosing</li><li>texts can be drawn from a range of times, contexts and media</li></ul>			
Main Topics Covered			
Preliminary <ul style="list-style-type: none"><li>Texts, culture and value – responses to colonialism</li><li>Individual research project</li></ul>			
HSC <ul style="list-style-type: none"><li>Common module: Literary worlds</li><li>Elective 1: Worlds of upheaval</li></ul>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two hour examination Section I: Common Module One question that may be broken up into two parts, in response to a stimulus and/or unseen material. The question may require a critical or creative response, or both.	25	<ul style="list-style-type: none"><li>Knowledge and understanding of complex texts and of how and why they are valued</li></ul>	50
Section II: Elective One question requiring a sustained critical response based on the candidate's prescribed texts and related texts	25	<ul style="list-style-type: none"><li>Skills in complex analysis, sustained composition and independent investigation</li></ul>	50
	50		100

HSC English Extension 2		Contact: Mr K Caputo
1 unit		
<b>Exclusions:</b> Nil		
<b>Course Description</b> Students will undertake a major work project of their own creation over the course of their studies in Year 12. Students will be ascribed a mentor teacher who will meet regularly with them to provide guidance on research and feedback on writing. Student progress will be assessed with the following tasks: <ul style="list-style-type: none"> <li>• Viva Voce</li> <li>• Literature review</li> <li>• Critique of the creative process</li> <li>• Major Work Journal (<i>submitted at each point</i>)</li> </ul> External submissions are: <ul style="list-style-type: none"> <li>• The Major Work</li> <li>• Reflection statement</li> </ul>		
<b>Main Topics Covered</b>  The main topics covered in the composition process are: <p><b>Major Work</b></p> 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 in an accepted form 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. <p><b>Reflection Statement</b></p> The reflection statement is submitted with the major work for external marking. It documents the ongoing process of research and reflection. <p><b>Major Work Journal</b></p> The Major Work Journal documents the composition process with mandatory content monitored at intervals throughout the course. 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.		
<b>Particular Course Requirements</b> In addition to the ongoing development of the <i>Major Work Journal</i> , <i>Major Work</i> and <i>Reflection Statement</i> , students must also fulfil the following requirements at a school level: <ul style="list-style-type: none"> <li>• a Viva Voce</li> <li>• a literature Review</li> <li>• a critique of the creative process</li> </ul>		
Assessment Component		Weighting
<ul style="list-style-type: none"> <li>• Skills in extensive independent research</li> </ul>		50
<ul style="list-style-type: none"> <li>• Skills in sustained composition</li> </ul>		50
		<b>100</b>

**French Beginners****Contact:** Ms J Cook

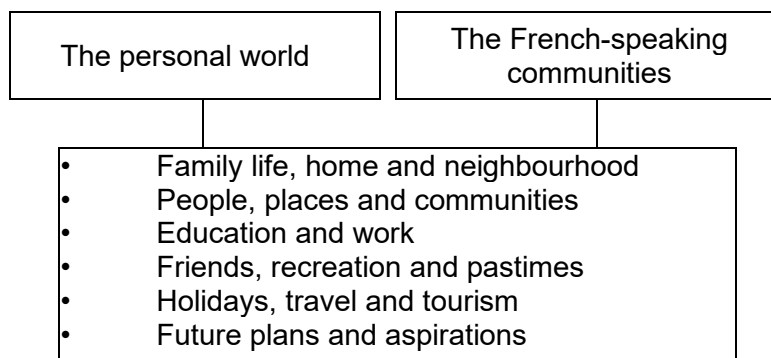
2 units for each of Preliminary and HSC  
Board Developed Course

**Prerequisites:**

- Students are learning the language as a second or additional language
- Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language from 100 hours or less in Stage 4 or Stage 5
- Students who studied the course for BOTH Year 7 and 8, or for either Year 9 or Year 10, would be required to take the corresponding continuers course

**Consult the Languages faculty regarding your eligibility****Course Description**

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

**Main Topics Covered****Themes**

Students' language skills are developed through tasks such as:

- Conversation/exchanging information and opinions
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- authentic tasks and projects
- studying French culture through texts

**Particular Course Requirements:** Nil**Assessment:** HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A five-minute oral examination:		• Speaking	20
• Conversation	20	• Listening and responding	30
A 2½ hour written examination:		• Reading and responding	30
• Listening and responding	30	• Writing in French	20
• Reading and responding	30		
• Writing in French	20		
– Part A			
– Part B			
	<b>100</b>		<b>100</b>

<b>French Continuers</b>		<b>Contact:</b> Ms J Cook	
2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC Board Developed Course			
<b>Prerequisites</b>	Study of French to Year 10 level or equivalent knowledge is assumed		
<b>Exclusions</b>	Nil		
<b>Course Description</b>			
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.			
<b>Main Topics Covered</b>			
<b>Themes</b>			
<ul style="list-style-type: none"><li>the individual</li><li>the French-speaking communities</li><li>the changing world</li></ul>			
Students' language skills are developed through tasks such as:			
<ul style="list-style-type: none"><li>conversation</li><li>responding to an aural stimulus</li><li>responding to a variety of written material</li><li>writing for a variety of purposes</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A ten-minute oral examination: <ul style="list-style-type: none"><li>Conversation</li></ul>	20	<ul style="list-style-type: none"><li>Speaking</li></ul>	20
A three-hour written examination: <ul style="list-style-type: none"><li>Listening and responding</li><li>Reading and responding in English and in French</li></ul>	25	<ul style="list-style-type: none"><li>Listening and responding</li><li>Reading and responding</li></ul>	30
<ul style="list-style-type: none"><li>Part A in English</li><li>Part B in French</li><li>Writing in French</li></ul>	25	<ul style="list-style-type: none"><li>Writing in French</li></ul>	30
	15		20
	15		
	<b>100</b>		<b>100</b>

HSC French Extension		Contact: Ms J Cook	
1 unit for HSC Board Developed Course <b>Prerequisites</b> The French Continuers preliminary course is a prerequisite <b>Co-requisites</b> The French Continuers HSC course is a co-requisite <b>Exclusions</b> Nil			
<b>Course Description</b> The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of French language and culture will be enhanced through accessing a variety of texts, some of which are prescribed. All texts are related to the theme and issues. Students will extend their ability to use and appreciate French as a medium for communication and creative thought and expression.			
<b>Main Topics Covered</b>			
<b>Theme</b> <ul style="list-style-type: none"><li>the individual and contemporary society</li></ul>			
<b>Prescribed issues:</b>			
<i>Acceptance</i> For example: <ul style="list-style-type: none"><li>outcasts</li><li>dealing with disability</li><li>stereotypes</li></ul>	<i>Resilience</i> For example: <ul style="list-style-type: none"><li>friendship</li><li>social mobility</li><li>responsibility and dependence</li></ul>	<i>Identity</i> For example: <ul style="list-style-type: none"><li>social inequality</li><li>self-worth</li><li>cultural difference</li></ul>	
<b>Prescribed text</b> Text type: Film Title: <i>Intouchables</i> 2011 Directors: Olivier Nakache and Eric Toledano			
Students' knowledge and understanding of the issues are developed through tasks such as: <ul style="list-style-type: none"><li>discussing issues in prescribed and related texts</li><li>presenting points of view on issues</li><li>analysing aural and written text</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course			
External Assessment	Weighting	Internal Assessment	Weighting
Oral examination: <ul style="list-style-type: none"><li>Monologue</li></ul>	10	<ul style="list-style-type: none"><li>Speaking</li><li>Analysis of text</li></ul>	10 20
A two-hour written examination: <ul style="list-style-type: none"><li>Response to prescribed text<ul style="list-style-type: none"><li>Part A</li><li>Part B</li><li>Writing in French</li></ul></li></ul>	15 10 15	<ul style="list-style-type: none"><li>Writing in French</li></ul>	20
	50		50

<b>Geography</b>		<b>Contact:</b> Mr P Loizou	
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description</b> The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.  The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>• Earths natural systems (40%) – the diverse landscapes of the Earth’s surface and its distinctive physical features</li><li>• People, patterns and processes (40%) – evidence of human diversity across the Earth’s surface</li><li>• Human-environment interactions (20%) – the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity</li><li>• Geographical investigation (20%) – the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools</li></ul>			
<b>Year 12 Course</b> <ul style="list-style-type: none"><li>• Global sustainability (30%) – sustainability in the contemporary world, including principles of, and actions for, sustainability</li><li>• Rural and urban places (45%) – the spatial characteristics of diverse types of settlements and the process of urbanisation and urban growth influencing rural and urban places at a global scale</li><li>• Ecosystems and global biodiversity (45%) – the functioning of ecosystems, their value, the roles of natural and human stresses and trends in global biodiversity</li></ul>			
<b>Key concepts incorporated across all topics</b> Place, environments, spatial patterns, geographical processes, scale, responses, geographical inquiry skills, geographical tools, mathematical ideas, applying a geographical understanding			
<b>Particular Course Requirements</b> The geographical inquiry skills and tools content is to be integrated throughout the course. Twelve (12) hours of fieldwork are mandatory for the Year 11 and Year 12 courses. The content includes opportunities for students to investigate Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability. Students are to develop an appreciation of the relevance of geographical understanding to particular professions and to responsible management, in the context of each Year 11 and Year 12 focus area.			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination:		<ul style="list-style-type: none"><li>• Case study</li><li>• Half yearly progress review</li><li>• Virtual fieldwork</li><li>• Trial HSC examination</li></ul>	15 25 20 40
<ul style="list-style-type: none"><li>• Objective response questions</li><li>• Short answer questions</li><li>• Structured extended-response question</li><li>• Unstructured extended-response question</li></ul>	15 45 20 20		
	<b>100</b>		<b>100</b>

The study of Geography in Stage 6 enables students to: develop knowledge and understanding of natural and human processes, how they interact and affect each other, and how places and environments can be managed for sustainability; apply geographical inquiry skills and tools, including fieldwork; develop a lifelong interest in the study of geography; prepare for informed, responsible and active citizenship in the contemporary world.

**German Beginners****Contact:** Mr T Zheng & Mr R Kable

2 units for each of Preliminary and HSC  
Board Developed Course

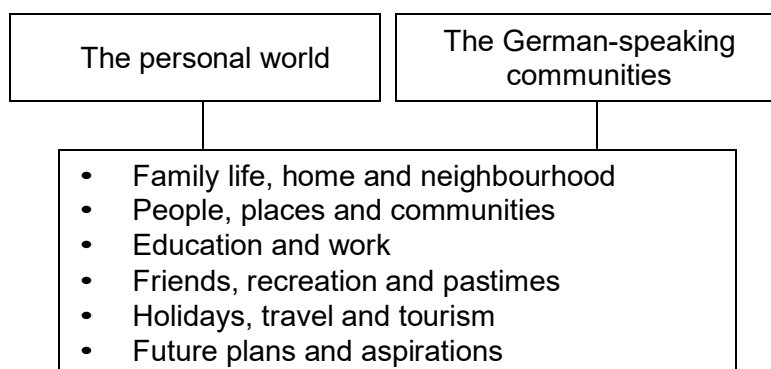
**Prerequisites:**

- Students are learning the language as a second or additional language
- Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language from 100 hours or less in Stage 4 or Stage 5
- Students who studied the course for BOTH Year 7 and 8, or for either Year 9 or Year 10, would be required to take the corresponding continuers course

**Consult the Languages faculty regarding your eligibility****Course Description**

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

In the HSC course, students will extend and refine their communication skills in German in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

**Main Topics Covered****Themes**

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- authentic tasks and projects
- studying German culture through texts

**Particular Course Requirements:** Nil**Assessment:** HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A five-minute oral examination:		• Speaking	20
• Conversation	20	• Listening	30
A 2½ hour written examination ( <i>plus 10 minutes of reading time</i> )		• Reading	30
• Listening and responding	30	• Writing	20
• Reading and responding	30		
• Writing in German	20		
– Part A			
– Part B			
	<b>100</b>		<b>100</b>

<b>German Continuers</b>		<b>Contact:</b> Mr T Zheng & Mr R Kable	
2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course			
<b>Prerequisites</b> Study of German to Year 10 level or equivalent knowledge is assumed			
<b>Exclusions</b> Nil			
<b>Course Description</b> The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students' skills in, and knowledge of, German will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.			
<b>Main Topics Covered</b>			
<b>Themes</b> <ul style="list-style-type: none"><li>the individual</li><li>the German-speaking communities</li><li>the changing world</li></ul>			
Students' language skills are developed through tasks such as: <ul style="list-style-type: none"><li>conversation</li><li>responding to an aural stimulus</li><li>responding to a variety of written material</li><li>writing for a variety of purposes</li><li>studying German culture through texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A ten-minute oral examination: <ul style="list-style-type: none"><li>Conversation</li></ul>	20	<ul style="list-style-type: none"><li>Speaking</li><li>Listening</li></ul>	20 30
A three-hour written examination: <ul style="list-style-type: none"><li>Listening and responding</li><li>Reading and responding<ul style="list-style-type: none"><li>Part A</li><li>Part B</li><li>Writing in German</li></ul></li></ul>	25 25 15 15	<ul style="list-style-type: none"><li>Reading</li><li>Writing</li></ul>	30 20
	<b>100</b>		<b>100</b>



<b>HSC German Extension</b>		<b>Contact:</b> Mr T Zheng & Mr R Kable	
1 unit for HSC Board Developed Course <b>Prerequisites</b> The German Continuers preliminary course is a prerequisite <b>Co-requisites</b> The German Continuers HSC course is a co-requisite <b>Exclusions</b> Nil			
<b>Course Description</b> The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of German language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate German as a medium for communication and creative thought and expression.			
<b>Main Topics Covered</b>			
<b>Themes</b> <ul style="list-style-type: none"><li>the individual and contemporary society</li></ul>			
<b>Prescribed issues</b> <ul style="list-style-type: none"><li>Identity</li><li>Relationships</li><li>Wellbeing</li></ul>			
<b>Prescribed text</b> Film Title: <i>Amelie rennt</i> Director: Tobias Wiemann			
Students' knowledge and understanding of the issues are developed through tasks such as: <ul style="list-style-type: none"><li>discussing issues in prescribed and related texts</li><li>presenting points of view on issues</li><li>analysing aural and written texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Oral examination: <ul style="list-style-type: none"><li>Monologue</li></ul>	10	<ul style="list-style-type: none"><li>Speaking skills</li><li>Analysis of text</li></ul>	10  20
A two-hour written examination <ul style="list-style-type: none"><li>Response to prescribed text:<ul style="list-style-type: none"><li>Part A</li><li>Part B</li><li>Writing in German</li></ul></li></ul>	15 10 15	<ul style="list-style-type: none"><li>Writing skills</li></ul>	20
	<b>50</b>		<b>50</b>

Health and Movement Science		Contact: Mr D Smith										
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil												
<b>Course Description</b> The Health and Movement Science 11-12 Syllabus is shaped by the 5 propositions. <b>Year 11</b> is organised into <b>two</b> focus areas: Health for individuals and communities and The body and mind in motion. <b>Year 12</b> is organised into <b>two</b> focus areas: Health in an Australian and global context and Training for improved performance. Depth studies are also to be embedded in Years 11 and 12, and a Collaborative Investigation embedded in Year 11. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content. These skills encircle the syllabus structure along with the propositions <i>'Focus on educative purpose, take a strengths-based approach, value movement, develop health literacy and include a critical inquiry approach.'</i>												
<b>Main Topics Covered</b>												
<b>Preliminary Course</b> <i>Health for individuals and communities</i> This focus area explores the meaning of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status  <i>The body and mind in motion</i> This focus area enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.												
<b>Depth Studies</b> <i>Year 11</i> The requirements for the depth studies include: <ul style="list-style-type: none"><li>• A total of 20 hours of in-class time allocated in <i>Health for Individuals and Communities</i> and/or <i>The Body and Mind in Motion</i></li><li>• A minimum of <b>two</b> depth studies</li><li>• A knowledge and understanding, and skills outcomes, to be address in each depth study</li></ul>												
<table><tr><th>Health and Movement Science</th><th>Indicative hours</th></tr><tr><td>• Health for individuals and communities</td><td>40</td></tr><tr><td>• The body and mind in motion</td><td>40</td></tr><tr><td>• Collaborative investigation</td><td>20</td></tr><tr><td>• Depth studies (a minimum of 2)</td><td>20</td></tr></table>		Health and Movement Science	Indicative hours	• Health for individuals and communities	40	• The body and mind in motion	40	• Collaborative investigation	20	• Depth studies (a minimum of 2)	20	
Health and Movement Science	Indicative hours											
• Health for individuals and communities	40											
• The body and mind in motion	40											
• Collaborative investigation	20											
• Depth studies (a minimum of 2)	20											
<b>HSC Course</b> <i>Year 12 course structure and requirements (120 hours)</i> The Year 12 course comprises <b>three</b> components. Students are required to study all three components of the course.												
<b>Health in an Australian and global context</b> In this focus area, students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians.												
<b>Training for improved performance</b> In this focus area, students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.												
<b>Year 12</b> <i>The requirements for the depth studies include:</i> <ul style="list-style-type: none"><li>• A total of 30 hours of in-class time allocated in <i>Health in an Australian and global context</i> and/or <i>Training for improved performance</i></li><li>• A minimum of <b>two</b> depth studies</li><li>• A knowledge and understanding, and skills outcomes, to be address in each depth study</li><li>• One depth study must be formally assessed as a schooled based assessment task</li></ul>												
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>									
A three-hour written examination, including multiple sections: <ul style="list-style-type: none"><li>• Multiple-choice</li><li>• Short answer questions</li><li>• Extended response</li></ul>	20 40 40	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Skills (<i>analysis, communication, creative thinking, problem-solving, research</i>)</li></ul>	40 60									
	<b>100</b>		<b>100</b>									



<b>Investigating Science</b>		<b>Contact:</b> Ms K Ibbott	
2-unit HSC Board Developed Course <b>Exclusions:</b> Nil			
<b>Course Description</b> Students engage in examples and situations that relate to biology, chemistry, earth sciences and physics. Scientific processes are used to investigate personal, community and global scientific issues. The course promotes active inquiry and provides opportunities for problem solving and making informed scientific decisions. Universities encourage students who are considering a scientific career to consider Investigating Science because of its multidisciplinary focus on evidence based investigations.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"> <li>Cause and effect</li> <li>Inferences and generalisations</li> <li>Scientific models</li> <li>Theories and laws</li> </ul>			
<b>Year 12 Course</b> <ul style="list-style-type: none"> <li>Scientific investigations</li> <li>Technologies</li> <li>Fact of fallacy</li> <li>Science and society</li> </ul>			
<b>Particular Course Requirements</b>			
The Year 11 and 12 courses each involved 120 hours of indicative study.			
<b>Assessment:</b> HSC Course only <ul style="list-style-type: none"> <li>Skills assessment</li> <li>Half yearly examination</li> <li>Depth study</li> <li>Final examination</li> </ul>			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"> <li><b>Section I</b> Objective response questions to the value of 20 marks</li> <li><b>Section II</b> There will be 20 to 25 items. At least two items will be worth 7 to 9 marks</li> </ul>	20          80	<ul style="list-style-type: none"> <li>Skills working scientifically</li> <li>Knowledge and understanding of course content</li> </ul>	60          40
	<b>100</b>		<b>100</b>

**Japanese Beginners****Contact:** Mr T Zheng & Ms R Fong

2 units for each of Preliminary and HSC

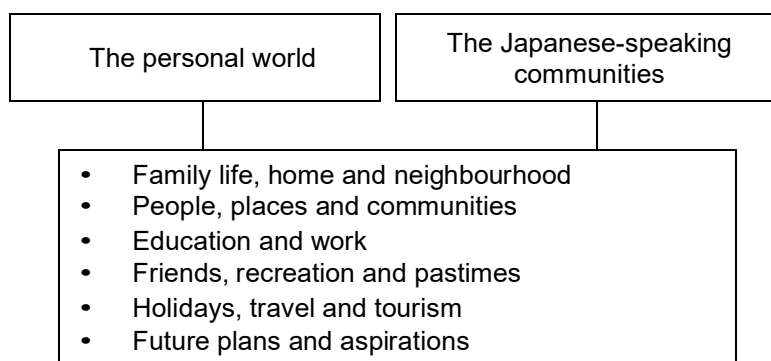
Board Developed Course

**Prerequisites:**

- Students are learning the language as a second or additional language
- Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language from 100 hours or less in Stage 4 or Stage 5
- Students who studied the course for BOTH Year 7 and 8, or for either Year 9 or Year 10, would be required to take the corresponding continuers course

**Consult the Languages faculty regarding your eligibility****Course Description**

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

**Main Topics Covered****Themes**

Students' language skills are developed through tasks such as:

- conversation
- responding to an aural stimulus
- responding to a variety of written material
- writing for a variety of purposes
- authentic tasks and projects
- studying Japanese culture through texts

**Particular Course Requirements:** Nil**Assessment:** HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A five-minute oral examination:		• Speaking	20
• Conversation	20	• Listening	30
A 2½ hour written examination:		• Reading	30
• Listening and responding	30	• Writing	20
• Reading and responding	30		
• Writing in Japanese	20		
– Part A			
– Part B			
	<b>100</b>		<b>100</b>

<b>Japanese Continuers</b>		<b>Contact:</b> Mr T Zheng & Ms R Fong	
2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC Board Developed Course			
<b>Prerequisites</b> Study of Japanese to Year 10 level or equivalent knowledge is assumed			
<b>Eligibility Criteria</b>			
<ul style="list-style-type: none"><li>Students have had no more than one year’s formal education from the first year of primary education (<i>Year 1</i>) in a school where the language is the medium of instruction</li><li>Students have no more than three years residency in the past 10 years in a country where the language is the medium of communication</li></ul>			
<b>Course Description</b>			
The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. Students’ skills in, and knowledge of, Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students also will gain an insight into the culture and language of Japanese -speaking communities through the study of a range of texts.			
<b>Main Topics covered</b>			
<b>Themes</b>			
<ul style="list-style-type: none"><li>the individual</li><li>the Japanese -speaking communities</li><li>the changing world</li></ul>			
Students’ language skills are developed through tasks such as:			
<ul style="list-style-type: none"><li>conversation</li><li>responding to an aural stimulus</li><li>responding to a variety of written material</li><li>writing for a variety of purposes</li><li>studying Japanese culture through texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A ten-minute oral examination: <ul style="list-style-type: none"><li>Conversation</li></ul>	20	<ul style="list-style-type: none"><li>Speaking</li><li>Listening and responding</li></ul>	20 30
A three-hour written examination: <ul style="list-style-type: none"><li>Listening and responding</li><li>Reading and responding</li></ul>	25	<ul style="list-style-type: none"><li>Reading and responding</li></ul>	30
<ul style="list-style-type: none"><li>– Part A</li><li>– Part B</li></ul>	25 15	<ul style="list-style-type: none"><li>Writing in Japanese</li></ul>	20
<ul style="list-style-type: none"><li>Writing in Japanese</li></ul>	15		
	<b>100</b>		<b>100</b>

<b>HSC Japanese Extension</b>		<b>Contact: Mr T Zheng</b>	
1 unit for HSC Board Developed Course <b>Prerequisites</b> The Japanese Continuers preliminary course is a prerequisite <b>Co-requisites</b> The Japanese Continuers HSC course is a co-requisite <b>Exclusions</b> Nil			
<b>Course Description</b> The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.			
<b>Main Topics Covered</b>			
<b>Prescribed Issues</b> <ul style="list-style-type: none"><li>Correctedness</li><li>Journeys</li><li>Diversity of values</li></ul> Students' knowledge and understanding of the issues are developed through tasks such as: <ul style="list-style-type: none"><li>discussing issues in prescribed and related texts</li><li>presenting points of view on issues</li><li>analysing aural and written texts</li></ul>			
<b>Prescribed text</b> Film title: <i>Like Father, Like Son</i> (そして父になる) Director: Hirokazu Koreeda			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Oral examination: <ul style="list-style-type: none"><li>Monologue</li></ul>	10	<ul style="list-style-type: none"><li>Speaking skills</li><li>Analysis of text</li></ul>	10  20
A two-hour written examination: Response to prescribed text <ul style="list-style-type: none"><li>Part A</li><li>Part B</li><li>Writing in Japanese</li></ul>	15 10 15	<ul style="list-style-type: none"><li>Writing skills</li></ul>	20
	<b>50</b>		<b>50</b>

<b>Latin Continuers</b>		<b>Contact:</b> Ms D Matsos & Mr D Burrow	
2 units for each of Preliminary and HSC, with the option of a 1unit Extension course for the HSC Board Developed Course			
<b>Prerequisites</b> Study of Latin to Year 10 level or equivalent knowledge is assumed			
<b>Exclusions</b> Nil			
<b>Course Description</b> The study of Latin provides students with access to the culture, thought and literature of Ancient Rome. It also allows students to study the influences of Latin on the languages, cultures, literatures and traditions which have derived from them.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b> Study of a range of extracts of texts in the original Latin. Students develop skills of translation and literary analysis.			
<b>HSC Course</b> Study of a prescribed prose and a prescribed verse text. Students study extracts in the original Latin and the work as a whole in translation.			
Student's study: <ul style="list-style-type: none"><li>• literary features</li><li>• context</li><li>• historical, religious, and cultural references</li><li>• ideas, beliefs, arguments, and practices</li><li>• language and linguistic features of these texts</li><li>• students develop skills of translation of unseen texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC Course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
The following skills are assessed for the Prescribed texts: <ul style="list-style-type: none"><li>• <b>Prose author:</b> Prepared translation, commentary, grammatical analysis</li><li>• <b>Verse author:</b> Prepared translation, commentary, grammatical analysis</li><li>• <b>Unseen texts:</b> Translation, comprehension, grammatical analysis</li></ul>	33  33  34	<ul style="list-style-type: none"><li>• Skills in translating</li><li>• Skills in grammar analysis</li><li>• Understanding prescribed texts</li><li>• Understanding and translating unseen texts</li></ul>	30 10 30 30
	<b>100</b>		<b>100</b>



<b>HSC Latin Extension</b>		<b>Contact:</b> Ms D Matsos & Mr D Burrow	
1 unit for HSC Board Developed Course <b>Prerequisites</b> - The Latin Continuers preliminary course is a prerequisite <b>Co-requisites</b> - The Latin Continuers HSC course is a co-requisite <b>Exclusions</b> Nil			
<b>Course Description</b> The Extension course extends students’ knowledge and understanding of Latin literature and language. It develops student’s ability to analyse and respond critically to Latin texts.			
<b>Main Topics covered</b> The Latin Extension course follows a canon, where prescribed texts of a particular genre are rotated every three years, as follows: lyric, satire, elegy and historiography, for example, lyric as a genre, poetry, presentation of Roman values, depiction of character, idealised world, poetry as a genre and its linguistic context.  The genre for <b>2025</b> will be satire, studied through selected works of Juvenal and Horace. The text for Juvenal is Satire III, the text for Horace is Satire 1.9.  <b>Prescribed text</b> Students study extracts of texts in the original Latin and for some texts, the work as a whole in translation.  <b>Non-prescribed text</b> Translation of texts into English and translation of English text into Latin.  Students’ knowledge and understanding are developed through analysis of: <ul style="list-style-type: none"><li>• literary features</li><li>• context</li><li>• ideas, beliefs, arguments and practices</li><li>• language and linguistic features of these texts</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<ul style="list-style-type: none"><li>• Prescribed text</li><li>• Non-prescribed text</li></ul>	30 20	<ul style="list-style-type: none"><li>• Skills in understanding, analysing and translating complex prescribed texts</li><li>• Skills in understanding, analysing and translating complex non-prescribed texts</li></ul>	70 30
	<b>50</b>		<b>100</b>

Legal Studies		Contact: Mr P Loizou	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
<b>Aim</b> Legal Studies develops students’ knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.			
<b>Objectives</b> Through Legal Studies, students will develop:			
<ul style="list-style-type: none"><li>• <b>Knowledge and understanding</b> about:<ul style="list-style-type: none"><li>○ the nature and institutions of domestic and international law</li><li>○ the operation of Australian and international legal systems and the significance of the rule of law</li><li>○ the interrelationship between law, justice and society and the changing nature of the law</li></ul></li><li>• <b>Skills</b> in:<ul style="list-style-type: none"><li>○ investigating, analysing and communicating relevant legal information and issues</li></ul></li><li>• <b>Interest</b> in, and informed and responsible <b>values and attitudes</b> in regard to:<ul style="list-style-type: none"><li>○ legal functions, practices and institutions</li></ul></li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>The Structure of Legal Studies</b>			
	<b>Preliminary</b>	<b>HSC</b>	
Core 40%	<b>Core Part I: The legal system</b>	<b>Core Part I: Crime</b>	Core 30%
Core 30%	<b>Core part II: The individual and the law</b>	<b>Core part II: Human rights</b>	Core 20%
Core 30%	<b>Core part III: Law in practice</b>	<b>Core part III: Options – Two out of the following:</b> <ul style="list-style-type: none"><li>• Consumers</li><li>• Global environmental protection</li><li>• Family</li><li>• Indigenous peoples</li><li>• Shelter</li><li>• Workplace</li><li>• World order</li></ul>	Core 25% each
<b>Summary of external and internal HSC assessment</b>			
<b>External Examination</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Section I: Core</b> Crime and Human Rights Objective response questions	20	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li></ul>	40
<b>Section II: Core</b> Part A Human Rights <ul style="list-style-type: none"><li>○ Short–answer questions</li></ul> Part B Crime <ul style="list-style-type: none"><li>○ One extended response question</li></ul>	15	<ul style="list-style-type: none"><li>• Analysis and evaluation</li></ul>	20
	15	<ul style="list-style-type: none"><li>• Inquiry and research</li></ul>	20
<b>Section III: Options</b> Two extended response questions, each from a different option	50	<ul style="list-style-type: none"><li>• Communication of legal information, issues and ideas in appropriate forms</li></ul>	20
	<b>100</b>		<b>100</b>

<b>Mathematics Advanced</b>		<b>Contact: Mr P Parker</b>	
2 units for each of Preliminary and HSC Board Developed Course			
<b>Prerequisites:</b> The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5 Mathematics course along with the recommended options			
<b>Exclusions:</b> Nil			
<b>Course Description:</b> The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications and in increasing complexity.			
The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.			
The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b> <ul style="list-style-type: none"><li>• Functions</li><li>• Trigonometric functions</li><li>• Calculus</li><li>• Exponential and logarithmic functions</li><li>• Statistical analysis</li></ul>		<b>HSC Course</b> <ul style="list-style-type: none"><li>• Functions</li><li>• Trigonometric functions</li><li>• Calculus</li><li>• Sequences and series</li><li>• Financial Mathematics</li><li>• Statistical analysis</li></ul>	
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination, including two sections: <ul style="list-style-type: none"><li>• Multiple-choice</li><li>• Written</li></ul>	10 90	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li></ul>	100
	<b>100</b>		<b>100</b>

Mathematics Extension 1		Contact: Mr P Parker	
1 unit in each of Preliminary ( <i>Preliminary Mathematics Extension</i> ) and HSC Board Developed Course			
Prerequisites	The course is constructed on the assumption that students have achieved the outcomes in the core of the Stage 5 Mathematics course along with the recommended options		
Exclusions	Nil		
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 who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.			
Main Topics Covered			
Preliminary Course		HSC Course	
<ul style="list-style-type: none"><li>• Functions</li><li>• Trigonometric functions</li><li>• Combinatorics</li></ul>		<ul style="list-style-type: none"><li>• Proof</li><li>• Vectors</li><li>• Trigonometric functions</li><li>• Calculus</li><li>• Statistical analysis</li></ul>	
External Assessment	Weighting	Internal Assessment	Weighting
A two-hour written examination, including two sections: <ul style="list-style-type: none"><li>• Multiple-choice (10)</li><li>• Written (60)</li></ul>	14 86	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li></ul>	100
	100		100

*Please note: Given the limited places in this subject due to timetabling constraints, if the number of students listing Mathematics Extension 1 as a preference exceeds the total number on offer, classes will be filled based on performance in the Year 10 Mathematics course.*

*Also, students at the start of Year 11 Term 4 are moved out if there are too many students studying Mathematics Extension 1.*

<b>HSC Mathematics Extension 2</b>		<b>Contact:</b> Mr P Parker	
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 <b>Exclusions:</b> Nil			
<b>Course Description</b> 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.			
<b>Main Topics Covered</b> <ul style="list-style-type: none"><li>• Proof</li><li>• Vectors</li><li>• Complex numbers</li><li>• Calculus</li><li>• Mechanics</li></ul>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination, including two sections: <ul style="list-style-type: none"><li>• Multiple-choice</li><li>• Written</li></ul>	10 90	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li></ul>	100
	<b>100</b>		<b>100</b>

*Please note: Given the limited places in this subject due to timetabling constraints, if the number of students listing Mathematics Extension 2 as a preference exceeds the total number on offer, classes will be filled based on performance in the Year 11 Mathematics course.*

Modern History		Contact: Ms M Rigby	
2 units for each of Year 11 and Year 12 Board Developed Course Exclusions: Nil			
<b>Course Description</b> <b>The Year 11 course</b> is designed 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.  <b>The Year 12 course</b> is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <i>Part I</i> Investigating Modern History and 3 Case Studies. Case studies could include: the decline and fall of the Romanov dynasty; The American Civil War; The Cuban Revolution  <i>Part II</i> Historical Investigation: Students investigate any area of Modern History ( <i>either a personality or an event</i> ) of their choice  <i>Part III</i> Core Study: The shaping of the modern world – World War I			
<b>Year 12 Course</b> <i>Part I: Core Study</i> Power and authority in the modern world 1919-1946  <i>Part II: National Study</i> Russia and the Soviet Union 1917-1941  <i>Part III: Studies in Peace and Conflict</i> Conflict in Indochina 1954-1979  <i>Part IV: Change in the Modern World</i>			
<b>Particular Course Requirements</b> The Preliminary course is a prerequisite for the HSC course.			
<b>Assessment:</b> HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination in four parts, including source based short answer and extended response questions.  Each section is worth 25 marks with questions of various weightings	100	<ul style="list-style-type: none"><li>Knowledge and understanding of course content</li><li>Historical skills in the analysis and evaluation of sources and interpretations</li><li>Historical inquiry and research</li><li>Communication of historical understanding in appropriate forms</li></ul>	40  20  20  20
	100		100

Music 1		Contact: Ms S Lim	
2 units for each of Preliminary and HSC NESA Developed Course			
<b>Prerequisites</b> Music mandatory course ( <i>or equivalent</i> )			
<b>Exclusions</b> Music 2			
<b>Course Description</b> 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. The aim of Music 1 is to provide students with the opportunity to acquire knowledge, skills and experiences.			
<b>Main Topics Covered</b> Student's study <b>three</b> topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.			
<b>Particular course requirements</b>			
<b>HSC course</b> In addition to core studies in performance, composition, musicology and aural, students select <b>three</b> electives from any combination of performance, composition and musicology. These electives must represent <b>each</b> of the <b>three</b> 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 NESA to validate authorship of the submitted work.			
<b>Assessment:</b> HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"><li>Performance</li><li>Composition</li><li>Musicology</li><li>Aural</li></ul>	10 10 10 25	<ul style="list-style-type: none"><li><i>Task 1:</i> Composition and Aural</li><li><i>Task 2:</i> Performance and Musicology Viva Voce</li><li><i>Task 3:</i> Elective (<i>Performance / Composition / Musicology Viva Voce</i>)</li><li><i>Task 4:</i> Trial HSC Aural Skills Written Exam</li></ul>	20 20 30 30
<i>Elective:</i> <ul style="list-style-type: none"><li>(Performance / Composition / Musicology Viva Voce)</li></ul>	45		
	<b>100</b>		<b>100</b>

**Pre-requisite requirements to enrol in Preliminary Music 1 course:**

- Must have completed the Year 11 Music 1 Preliminary course
- Final Preliminary mark must be above 87 to progress into HSC Music 1 course and Music department discretion
- Minimum grade 7 or equivalent on piano and classical strings
- Minimum grade 6 or equivalent on guitar, bass guitar, brass and woodwind instruments
- Minimum grade 4 theory or equivalent
- Students must be engaged in weekly lessons on their main instrument
- Students must be involved in at least one school music ensemble

Music 2		Contact: Ms S Lim	
2 units for each of Preliminary and HSC NESA Developed Course <b>Prerequisites</b> Music Additional Study course <b>Exclusions</b> Music 1			
<b>Course Description</b> 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. The aim of Music 2 is to provide students with the opportunity to build on their musical knowledge and skills.			
<b>Main Topics Covered</b> Student's study <b>one</b> mandatory topic covering a range of content and <b>one</b> 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 ( <i>Australian focus</i> ).			
<b>Particular Course Requirements</b> In addition to core studies in performance, composition, aural and musicology, students nominate <b>one</b> elective study in performance, composition or musicology. <i>Composition or Musicology:</i> Students who choose one of these 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 NESA to validate authorship of the submitted work.  All students will be required to develop a composition portfolio for the core mandatory composition.			
<b>Assessment:</b> HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"><li>Performance</li><li>Composition</li><li>Musicology</li><li>Aural</li></ul>	20 20 20 20	<ul style="list-style-type: none"><li><i>Task 1:</i> Composition and Musicology</li><li><i>Task 2:</i> Performance and Sight Singing</li><li><i>Task 3:</i> Elective (<i>Performance or Composition or Musicology</i>)</li><li><i>Task 4:</i> Trial HSC Aural and Musicology Exam</li></ul>	30 20 20 30
<i>Elective:</i> <ul style="list-style-type: none"><li>(Performance or Composition or Musicology)</li></ul>	20		
	100		100

**Pre-requisite requirements to enrol in Preliminary Music 2 course:**

- Must have completed the Year 11 Music 2 Preliminary course
- Final Preliminary mark must be above 87 to progress into HSC Music 2 course and Music department discretion
- Minimum grade 7 or equivalent on piano and classical strings
- Minimum grade 6 or equivalent on guitar, bass guitar, brass and woodwind instruments
- Minimum grade 4 theory or equivalent
- Students must be engaged in weekly lessons on their main instrument
- Students must be involved in at least one school music ensemble



HSC Music Extension		Contact: Ms S Lim	
1 unit/60-hour course NESA Developed Course <b>Prerequisites</b> Music 2 <b>Exclusions</b> Music 1			
<b>Course Description</b> 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. The course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in realisation of their potential as performers, composers or musicologists. 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.			
<b>Particular Course Requirements</b> <i>Composition or Musicology:</i> Students selecting one of these areas as their major work 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 NESA to validate authorship of the submitted work. <i>Performance:</i> Students selecting performance as their major will be required to perform one ensemble pieces and two solo pieces			
<b>Assessment:</b> HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Performance  <b>OR</b>  Composition (NESA submission)  <b>OR</b>  Musicology (NESA submission)	100	<b>Performance</b> • <i>Task 1:</i> Ensemble performance via Viva Voce • <i>Task 2:</i> Performance • <i>Task 3:</i> Trial HSC performance  <b>OR</b>  <b>Composition</b> • <i>Task 1:</i> Composition Viva Voce • <i>Task 2:</i> Composition Viva Voce • <i>Task 3:</i> Composition and portfolio submission  <b>OR</b>  <b>Musicology</b> • <i>Task 1:</i> Musicology Viva Voce • <i>Task 2:</i> Musicology Viva Voce • <i>Task 3:</i> Musicology and portfolio submission	20 40 40    20 40 40
	100		100

Pre-requisite requirements to enrol in Music Extension course:

- Music department discretion
- Must have completed the Year 12 and Year 11 Preliminary Music 2 course (*although may study concurrently with the HSC Music 2 course – Music department discretion*)
- Students must be engaged in weekly lessons on their main instrument
- Students must be involved in at least one school music ensemble



Software Engineering		Contact: Mr D Comben	
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Nil			
<b>Course Description</b> Software Engineering is a new HSC course that enables students to develop a deep knowledge and understanding of software engineering, hardware and software integration, and the development, implementation and evaluation of computer programs. Students undertake project work that utilises the practical technical skills developed through the course and a systematic problem-solving approach to generate creative software solutions. Project work enables students to collaborate on problems and develop skills that are highly valued in the industry.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b> Programming Fundamentals <ul style="list-style-type: none"><li>Understanding mechatronic hardware and software, designing control algorithms, programming and building mechatronics systems and apply code to integrate sensors, actuators, end effectors / manipulators</li></ul> Programming Fundamentals <ul style="list-style-type: none"><li>Software development, apply computational thinking and algorithmic design by defining the key features of standard algorithms, data for software engineering, developing solutions with code</li></ul> The Object-Oriented Paradigm <ul style="list-style-type: none"><li>Understanding and programming in OOP. Object-oriented programming is part of the imperative programming family and, in line with its name, it focuses on detailing the exact steps a program must follow to achieve a specific outcome using objects that encapsulate data and behaviour</li></ul>			
<b>HSC Course</b> Secure Software Architecture <ul style="list-style-type: none"><li>Designing software, developing secure code, impact of safe and secure software development</li></ul> Programming for the Web <ul style="list-style-type: none"><li>Designing web applications and understanding data transmission</li></ul> Software Automation <ul style="list-style-type: none"><li>Algorithms in machine learning, programming for automation, significance and impact of machine learning and artificial intelligence</li></ul> Software Engineering Project <ul style="list-style-type: none"><li>Identifying and defining, research and planning, producing and implementing, testing and evaluating</li></ul>			
<b>Assessment:</b> HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A 2½ hour computer based examination with text, video and audio stimulus: <ul style="list-style-type: none"><li><b>Section I:</b> Objective response questions (20 marks)</li><li><b>Section II :</b> Short-answer items</li></ul> An understanding of the Python programming language is assumed. The exam will include practical code based questions	25  75	<ul style="list-style-type: none"><li>Knowledge and understanding of course content</li><li>Knowledge and skills in the practical application of the content</li></ul> The HSC internal assessment will consist of four assessment tasks: <ul style="list-style-type: none"><li>Two class assessments (30% each)</li><li>Individual project (30%)</li><li>Trial HSC exam (40%)</li></ul>	50  50
	100		100

Studies of Religion I and II		Contact: Ms M Rigby	
2 Unit Year 11; 1 and 2 unit for Year 12 Board Developed Course Exclusions: Nil			
<b>Course Description</b> Studies of Religion aims to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.  Students will develop knowledge and understanding about the nature of religion and belief systems in local and global contexts, the influence and expression of religion and belief systems in Australia, and religious traditions and their adherents.  Students will also develop skills in gathering, analysing and synthesizing information as well as effective evaluation and application of findings from research. Students will develop the ability to communicate complex information, ideas and issues to different audiences and in different contexts.			
<b>Main Topics Covered</b>			
<b>Year 11 Course</b> <ul style="list-style-type: none"><li>One foundation study: The nature of Religion and Australian Aboriginal beliefs and spiritualities</li><li>Three depth studies: Buddhism, Christianity and Islam</li><li>Religion of ancient origins</li><li>Religion in Australia pre-1945</li></ul>			
<b>Year 12, 1 Unit Course</b> <ul style="list-style-type: none"><li>One core study: Religion and belief systems in Australia post-1945 and contemporary Aboriginal spiritualities</li><li>Two depth studies: Buddhism and Islam</li></ul>			
<b>Year 12, 2 Unit Course</b> As above, with the addition of: <ul style="list-style-type: none"><li>A further depth study: Christianity</li><li>Religion and non-religion</li><li>Religion and peace</li></ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> Year 12, Studies of Religion I			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 1½ hour written examination: <ul style="list-style-type: none"><li><b>Section I:</b> Religious and belief systems in Australia post-1945</li><li><b>Section II :</b> Religious tradition depth study</li><li><b>Section III:</b> Religious tradition depth study</li></ul>	15  15  20	<ul style="list-style-type: none"><li>Knowledge and understanding of course content</li><li>Source-based skills</li><li>Investigation and research</li><li>Communication of information, ideas and issues in appropriate forms</li></ul>	40  20 20 20
	50		100
<b>Assessment:</b> Year 12, Studies of Religion II			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three-hour written examination: <ul style="list-style-type: none"><li><b>Part A:</b> Religion and belief systems in Australia post-1945</li><li><b>Part B:</b> Religion and non-Religion</li><li><b>Section II:</b> Religious tradition depth study</li><li><b>Section III:</b> Religious tradition depth study</li><li><b>Section IV:</b> Religion and peace. Extended response question</li></ul>	15  15 30 20 20	<ul style="list-style-type: none"><li>Knowledge and understanding of course content</li><li>Source-based skills</li><li>Investigation and research</li><li>Communication of information, ideas and issues in appropriate forms</li></ul>	40  20 20 20
	100		100

Visual Arts		Contact: Ms J May	
2 units for each of Preliminary and HSC Board Developed Course			
<b>Exclusions:</b> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
<b>Course Description</b> 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, photography and digital media and visual design courses in Stages 4 and 5, it also caters for students with more limited experience in visual arts.			
<b>Main Topics Covered</b>			
<b>Preliminary Course</b> learning opportunities focus on:			
<ul style="list-style-type: none"><li>• The nature of practice in art making, art criticism and art history through different investigations</li><li>• The role and function of artists, artworks, the world and audiences in the art world</li><li>• The different ways the visual arts may be interpreted and how students might develop their own informed points of view</li><li>• How students may develop meaning and focus and interest in their practical work</li><li>• Building understandings over time through various investigations and working in different forms</li><li>• Artist run master classes and frequent exhibition visits are an important aspect of the practical component of this course</li></ul>			
<b>HSC Course</b> learning opportunities focus on:			
<ul style="list-style-type: none"><li>• How students develop their practice in art making, art criticism, and art history</li><li>• How students develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li><li>• How students learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations</li><li>• How students further develop meaning and focus in their own artist practice</li></ul>			
<b>Particular Course Requirements</b>			
<i>Preliminary Course:</i>			
<ul style="list-style-type: none"><li>• artworks in at least two expressive forms and use of a process diary</li><li>• a broad investigation of ideas in art making, art criticism and art history</li></ul>			
<i>HSC Course:</i>			
<ul style="list-style-type: none"><li>• development of a body of work and use of a process diary</li><li>• a minimum of five case studies (4–10 hours each)</li><li>• deeper and more complex investigations in art making, art criticism and art history</li></ul>			
<b>Assessment:</b> HSC course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
• <b>Section I:</b> Short-answer questions	25	• Art making	50
• <b>Section II:</b> Candidates answer one extended question	25	• Art criticism and art history	50
• Submission of a body of work	50		
	<b>100</b>		<b>100</b>