PRELIMINARY AND
H.S.C. COURSE OUTLINES

2015 ⇦ 2016
PARENT/TEACHER MEETING

An invitation is extended to parents of Year 10 students to discuss the subject choices available for the HSC. The meeting will take place on Monday 23rd June from 8.00pm – 9.30pm in the Gymnasium.

Parents unable to attend the meeting should direct enquiries regarding specific subjects to the relevant Head Teacher. General enquiries regarding organisation of subjects should be directed to Nadia Kudsi (Year 10 Adviser) or Maria Iemma (Deputy Principal). Please contact us through the school office on 9524 3859.

CHOOSING SUBJECTS

Students select their subjects in two stages:

- The separate coloured page ‘Preliminary Course Survey’, is to be completed, and returned to the office, by Friday 27th June. If a student fails to submit a survey form then their choices cannot be used to prepare the final subject selection form.

  Every effort will be made to ensure the students’ requests on subject choices will be met. It must be understood, however, that classes cannot be established if demand is insufficient.

- Courses are then organised into six timetable ‘lines’ in a way that satisfies the requests of the majority of students. Students will then be asked to select courses that fit into the pattern of the subject ‘lines’.

  David Chapple
  Principal

BOOKLET CONTENTS

This booklet is divided into two sections:

- The first section contains general information about the award of the Higher School Certificate and the Australian Tertiary Admission Rank.

- The second section provides a brief summary of each course that is offered at Caringbah High School. Each summary includes a course description/rationale and the main topics covered in both the Preliminary and HSC courses.

  Please note Subject Contributions (referred to as ‘Costs’) are integral to some courses.
The Higher School Certificate is the highest secondary educational award you can gain in New South Wales. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

There are many Board Developed Courses available and also a large range of Board Endorsed Courses. Board Developed and Board Endorsed Courses within the Higher School Certificate curriculum are available in general education subjects as well as in nationally recognised vocational education and training (VET) packages in many industries.

Board of Studies, Teaching and Accreditation Standards (BOSTES)

In relation to the Higher School Certificate, BOSTES is responsible for:

♦ developing Preliminary and HSC courses;
♦ organising and overseeing the Higher School Certificate examinations and assessments;
♦ calculating and recording Higher School Certificate marks and achievements;
♦ issuing Higher School Certificates and Records of Achievement to students;
♦ giving advice to schools, employers and the public on educational issues and all matters related to the Higher School Certificate.

Eligibility for the Higher School Certificate

To be eligible for the award of the Higher School Certificate you need to:

♦ be enrolled at a NSW government school, or a registered and accredited non-government school, or a TAFE institute;
♦ study a permitted combination of courses;
♦ complete the requirements for each course, including any necessary oral, practical or project work;
♦ complete tasks designed for the internal assessment program in each HSC course at your school;
♦ sit for, and make a genuine attempt at, the Higher School Certificate examinations.

HSC Pathways

Most students follow a two-year program of study in Years 11 and 12 leading to the award of the Higher School Certificate. BOSTES also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as family care.

The Pathways provisions listed allow flexibility in obtaining the Higher School Certificate and provide equitable access for all.
Accumulation

You may accumulate the Higher School Certificate over a period of up to five years. The five-year period commences in the first year you complete an HSC course. Preliminary courses may, but need not, be accumulated within this period. You will receive cumulative Records of Achievement for Preliminary and HSC courses attempted. By the end of the period of accumulation, you must have met all Preliminary and HSC pattern of study requirements. In subjects which include extension courses, you may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

Repeating courses

You may repeat one or more HSC courses, but you must do so within the five-year accumulation period. In the calculation of the Australian Tertiary Admission Rank (ATAR), the most recent mark in a course will be used.

Recognition of Prior Learning

You may be granted credit transfer – that is, be able to count courses studied in educational institutions such as TAFE – towards your Higher School Certificate. You may also be granted advanced standing – that is, be exempted from some components of courses – if you can demonstrate that you have achieved the same syllabus outcomes in another way. e.g. overseas study.

Acceleration

Acceleration gives more able students the opportunity to progress through their study requirements at a faster rate than usual by completing the course content in a shorter time and accumulating results. Students who have completed a course of study at the highest level ahead of their year group may be able to undertake further study at university or TAFE, or take additional units for the Higher School Certificate.

Part-time traineeships

HSC studies can be undertaken at the same time as a part-time traineeship. A traineeship is a job that combines paid work and training that leads to a recognised Australian qualification.

At Caringbah High School

- All students are required to attend each day. It is expected that students arrive at school on time and attend until the end of their school day. Approval must be sought for all absences or variations to attendance.

- Students need to be aware that the Principal may determine that, if outcomes are not satisfactorily achieved in one or more courses, then accreditation will not be achieved at Preliminary and Higher School Certificate level.

- All students are expected to participate fully and positively in their lessons and co-curricular activities, and to complete all work on time as well as they can.

Specific details about the assessment requirements of the Preliminary courses will be distributed to all students early in 2014.
Subjects

A subject is the general name given to an area of study and a subject may offer one or more courses. English, Mathematics, History, Studies of Religion, Music and some Languages are subjects that offer more than one course.

Types of courses

There are two broad categories: Board Developed Courses and Board Endorsed Courses.

Board Developed Courses

Board Developed Courses are the courses for which BOSTES develops a syllabus, setting out the objectives, outcomes, structure and content. These are the courses for which the Board also develops Higher School Certificate examinations.

In addition, the Board develops course and assessment requirements, sample examination papers, marking criteria and performance scales for these courses for distribution to all schools. Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses

There are two types of Board Endorsed courses:
- School Designed Courses – These are courses developed by individual schools in response to local interest or need and endorsed by the Board.
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and TAFE Delivered CECs.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the ATAR.

Units of Study

Most courses offered for the Higher School Certificate have value of two units in the Preliminary study pattern and two units in the HSC study pattern. Each unit requires approximately 60 hours of classroom study per year.

Extension study is available in English, Mathematics, History, Music, some Languages and some VET courses. Extension courses build on the content of the 2 unit course, and require students to study beyond the 2 unit course.

Students who have accelerated in an HSC Board Determined Course also have access to university-level Distinction Courses that are available in Comparative Literature, Cosmology and Philosophy.
Study requirements

English is the only compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern.

Both study patterns must include:

♦ at least six units of Board Developed Courses
♦ at least two units of a Board Developed Course in English
♦ at least three courses of two unit value or greater
♦ at least four subjects.

No more than six units of courses in Science can contribute to the 12 Preliminary or HSC units.

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (formerly University Admissions Index – UAI) is a number between 0.00 and 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the HSC that assists universities in ranking applicants for university selection.

Admission to most university courses is based on the performance in the HSC with applicants ranked on the basis of their ATAR.

Rules for the Calculation of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

• the best two units of English and
• the best eight units from the remaining units

Note:
• you must satisfactorily complete English
• you may accumulate courses over a period of no more than five years
• if you repeat a course only the last satisfactory attempt will be used in the ATAR

How is the ATAR determined?

• The first step is to rank HSC students who are eligible for an ATAR on the basis of their aggregate of scaled marks.

• The second step is to determine what the rankings would have been for these HSC students if all students who had started in Year 7 six years earlier had completed Year 12 and been eligible for an ATAR. This rank is the ATAR. It is important to note that the ranking of students depends solely on their performance in the HSC.
## SUMMARY OF BOARD DEVELOPED COURSES

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<thead>
<tr>
<th>Courses</th>
<th>No. of Units</th>
<th>Contact Teacher</th>
<th>Page</th>
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<tbody>
<tr>
<td>Ancient History</td>
<td>2</td>
<td>Mrs V. Fowler</td>
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<tr>
<td>Biology</td>
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<td>Business Studies</td>
<td>2</td>
<td>Mrs D. Northey</td>
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<tr>
<td>Chemistry</td>
<td>2</td>
<td>Mrs J. Morgan</td>
<td>12</td>
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<tr>
<td>Design and Technology</td>
<td>2</td>
<td>Mr J. Smytheman</td>
<td>13</td>
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<tr>
<td>Drama</td>
<td>2</td>
<td>Ms P. Abson</td>
<td>14</td>
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<tr>
<td>Economics</td>
<td>2</td>
<td>Mrs D. Northey</td>
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<td>Engineering Studies</td>
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<td>Mr J. Smytheman</td>
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<td>English Advanced</td>
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<td>Mr G. Edwards</td>
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<td>English Extension 1 and Extension 2</td>
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<td>Food Technology</td>
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<td>Mr J. Smytheman</td>
<td>19</td>
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<tr>
<td>French Continuers</td>
<td>2</td>
<td>Mrs J. Tickner</td>
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<tr>
<td>Geography</td>
<td>2</td>
<td>Mrs D. Northey</td>
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<tr>
<td>German Continuers</td>
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<td>Mrs J. Tickner</td>
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<tr>
<td>Japanese Continuers &amp; HSC Extension</td>
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<td>Legal Studies</td>
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<td>Mathematics – General 2</td>
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<td>Mr J. Hughes</td>
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### SUMMARY OF BOARD DEVELOPED COURSES – cont.

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<th>Courses</th>
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<td>Personal Development, Health and Physical Education</td>
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<td>Ms R. Miller</td>
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<td>Physics</td>
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<td>Mrs J. Morgan</td>
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<td>Society and Culture</td>
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<td>Software Design &amp; Development</td>
<td>2</td>
<td>Mr J. Smytheman</td>
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<tr>
<td>Studies of Religion 1</td>
<td>1</td>
<td>Mrs V. Fowler</td>
<td>36</td>
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<td>Textiles and Design</td>
<td>2</td>
<td>Mr J. Smytheman</td>
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<tr>
<td>Visual Arts</td>
<td>2</td>
<td>Ms P. Abson</td>
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### SUMMARY OF BOARD ENDORSED COURSES

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<tr>
<td>Philosophy</td>
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<tr>
<td>Photography</td>
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<td>Ms P. Abson</td>
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<tr>
<td>Sport, Lifestyle and Recreation Studies</td>
<td>1</td>
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<tr>
<td>Visual Design</td>
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<td>Ms P. Abson</td>
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<tr>
<td>Preliminary Course Survey</td>
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### NOTE

An additional unit of study can be taken for the HSC year in the following subjects: English Extension, Mathematics Extension, Continuing Languages, Modern/Ancient History, Music course 2.

The school-based one unit courses are offered in the Preliminary year only. Studies of Religion 1 is offered as both a Preliminary and an HSC Course.

At Caringbah High, students are encouraged to select a pattern of Board Determined Courses and should only select one Board Endorsed Course in their twelve units of study.
Ancient History

2 units for each of Preliminary and HSC Board Developed Course

Course Description / Rationale:

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

The Preliminary course is structured for students to investigate:

- People, groups, events, institutions, societies and historical sites from the ancient world
- Archaeological and written evidence and the methods used by historians and archaeologists.

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

In the HSC course, students use archaeological and written evidence to investigate Pompeii and Herculaneum plus a personality, society and historical period.

Through the study of Ancient History students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life.

In Year 12, a 1 unit Extension History course will be offered in addition to the 2 unit course.

Main Topics Covered:

Preliminary Course

- **Part I:** Investigating the Past: 40% - History, Archaeology and Science
  - Case Studies – at least one
- **Part II:** Ancient Societies, Sites and Sources: 40% – at least one of ancient societies, sites and sources
- **Part III:** Historical Investigation: 20% – Individual research related to the preliminary topics

HSC Course – each part is worth 25%

- **Part I:** Core: Cities of Vesuvius – Pompeii and Herculaneum – investigation of archaeological and written sources through an exploration of the two cities
- **Part II:** Ancient Societies – Spartan society to the Battle of Leuctra in 371BC. An investigation of key features of Spartan society or The Bronze Age Society-Minoan Crete.
- **Part III:** Personality in their times – Julius Caesar
- **Part IV:** Historical Period – The Fall of the Roman Republic 78 - 31BC – significant developments and forces.

Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome.
Biology

2 units for each of Preliminary and HSC
Board Developed Course

Course Description / Rationale:

Biology provides students with a contemporary and coherent understanding of the concepts explaining the functioning, origins and evolution of living things. It explores the levels of organisation of life, from the molecular level through cellular to higher levels of organisational structure and function, which exhibit evolution as a common source of unity and diversity. It includes developing an understanding of the interactions within and between organisms and between organisms and their environment.

The study of Biology recognises that, while humans are a part of nature, they continue to have a greater influence on the environment than any other species. The history and philosophy of science, as it relates to the development of the understanding, utilisation and manipulation of living systems by the human species, is an integral part of the study of contemporary biology and assists students to recognise their responsibility to conserve, protect, maintain and improve the quality of all environments for future generations.

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

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assumed by the inheritance of characteristics are transmitted from generation to generation.

Main Topics Covered:

Preliminary Course
- Patterns in Nature
- A Local Ecosystem
- Life on Earth
- Evolution of Australian Biota

HSC Course
- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

Option
- Genetics: The Code Broken?

Particular Course Requirements:

Practical experiences will occupy 33% of the time across the Preliminary and HSC course.

The Preliminary course includes a field study related to local terrestrial and aquatic environments.

Cost:

- Preliminary Biology Camp: $155 (approximately)
- Science competition: $8
- Lab. fees: $15
Business Studies

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

Business Studies is an exciting subject because it involves people and because it is never fixed or static. Business and the business environment are always changing, new laws, new techniques and the impact of international events.
Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. It offers focus areas ranging from planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment. Through the incorporation of contemporary business theories and practices the course provides an excellent foundation for students either in further tertiary study or in future employment. Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment. Students investigate business establishment and operations and utilise a range of business information to assess and evaluate business performance. The role of incentive, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.
Students are provided with the opportunity to bridge the gap between school and work and to develop a range of business-related skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impact on their lives.

Main topics Covered:

Preliminary Course
- Nature of Business
- Business Management
- Business Planning

HSC Course
- Operations
- Marketing
- Finance
- Human Resources

The Business Studies course is valuable for all students entering tertiary studies or business directly as well as those who wish to gain a general business education that will assist them in later employment or life after school.
## Course Description / Rationale:

Chemistry provides students with a contemporary, coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter and attempts to explain and predict events at the atomic and molecular level. The study of Chemistry recognises that a study of the nature of materials includes natural and made substances, their structures, changes and environmental importance. The history and philosophy of science as it relates to the development of the understanding, utilisation and manipulation of chemical systems is important in developing current understanding in Chemistry and its applications in the contexts of technology, society and the environment.

Chemistry draws upon and builds onto the knowledge and understanding, skills, and values and attitudes developed in School Certificate Science. It further develops students’ understanding of science as a continually developing body of knowledge, the role of experiment in deciding between competing theories, the provisional nature of scientific explanations, the interdisciplinary nature of science, the complex relationship between evidence and ideas and the impact of science on society.

The study of Chemistry involves the students working individually and with others in practical, field and interactive media experiences related to the theoretical concepts considered in the course. It is expected that students studying Chemistry will apply investigative and problem-solving skills, to effectively communicate the theoretical concepts considered in the course and appreciate the contribution that a study of Chemistry makes to our understanding of the world. The course builds on the foundations laid in School Certificate Science, and recognises the fact that students bring a wide range of abilities, circumstances and expectations to the course.

### Main Topics Covered:

#### Preliminary Course
- The Chemical Earth
- Metals
- Water
- Energy

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

**Option**
- Industrial Chemistry

### Particular Course Requirements:

Practical experiences will occupy 33% of the time across the Preliminary and HSC course.

### Cost:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Science and Chemistry competition</td>
<td>$16</td>
</tr>
<tr>
<td>Lab fee</td>
<td>$15</td>
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Course Description / Rationale:
The study of Design & Technology is for students who are creative problem solvers interested in emerging innovations, and develops an understanding of the design process and how it can be used to generate creative solutions to design problems. Students develop and apply skills of time and resource management, problem solving and researching, and use of communication and presentation techniques to create successful solutions. The experiences and skills from design and technology allow students to consider a wide range of careers involving design and production such as Architecture, Interior design and product design.

Preliminary course
The nature of the preliminary course is to make the students comfortable with the design process. We undertake several projects in different material contexts and develop skills in creative thinking, project management and research. An understanding is developed about the factors influencing design decision-making. The wider world of product design and commercialisation provide the model for our projects, and as examples of designing to meet a need. All students are introduced to communicating their design with a folio for each project.

HSC course
Students are given the opportunity to develop a Major Design Project based on interests or a need, selecting from a range of design areas using a range of design processes and materials. This Major Project and project folio must be developed over the period of the HSC course and be submitted for external marking by BOS markers and constitutes 60% of the HSC mark. Most students access resources both inside and outside the school, often calling on industry experts.

The HSC course also looks at successful innovation and at trends influencing design such as intellectual property, environmental and social impacts and at emerging technologies.

Main Topics Covered:
The **Preliminary course** the study of designing and producing through design activities.

The **HSC course** relates to a range of content through a major project and an industry case study. Topics include:
- Innovation and Emerging Technologies
- Case study of an innovation
- Designing and producing

Particular Course Requirements:
Students will need to develop independence and be self motivated learners, as all students will be producing individual major project outcomes. Students must be prepared to participate in creative, hands on practical project activities that must be managed over extended periods of time.

**Course Cost:** A nominal fee of $60 per year is levied to cover a basic range of consumables. Students may need to purchase other materials or equipment externally or through the school depending on individual project requirements.
# Drama

<table>
<thead>
<tr>
<th>Course Description / Rationale:</th>
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<tbody>
<tr>
<td>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</td>
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**Preliminary course content** comprises an interaction between the components of Improvisation, Playbuilding and Acting, Theatrical Traditions and Performance Styles and Elements of Production in Performance. Learning is both theoretical and experiential in these areas.

**HSC course content** comprises of the study of four texts, a Group Performance and an Individual Project. Students learn about how performance styles, conventions and techniques are employed to engage an audience. The various issues in each text are studied both theoretically and experientially. Theory topics are: Australian Drama and Theatre and Studies in Drama and Theatre.

The Group Performance of between 3 and 6 students involves creating a self-devised performance (8 to 12 minutes duration). The Group Performance is a core topic providing an opportunity for each student to demonstrate his/her performance skills.

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

### Main Topics Covered:

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

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

### Particular Course Requirements:

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list 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.

### Cost: $20 per year

Students will also be expected to attend theatre performances, at their own cost, as they are available throughout the course. These performances may be in school hours or during the evening. Students are to have a set of rehearsal blacks (t-shirt/trousers) for performances.
### Course Description:

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

### Main Topics Covered:

#### Preliminary Course
- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government and the Economy

#### HSC Course
- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management

### Context for the Study of Economics

A key feature of this syllabus is its ‘problems and issues’ approach to the teaching and learning of economics. The goal of this approach is to relate the content of economics to the economics problems and issues experienced by individuals and society.

The key issues are:
- economic growth and quality of life
- unemployment
- inflation
- external stability of an economy
- distribution of income
- sustainable management of the environment.

The focus of the preliminary course is on the practical problems and issues that affect individuals, firms and governments. In the HSC course, the economic problems and issues are studied in relation to national economic policy and the process of globalisation. Students will benefit from the study of economics if they engage in studies that include business, accounting and finance, media, law, marketing, employment relations, tourism, history, geography or environmental studies.

If selected as a course at university, economics can lead to careers in the share, finance, or commodities markets; business; economics forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs or economic policy development.

The study of Economics allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.
Engineering Studies

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description / Rationale:

Engineering Studies offers students the opportunity to study the many aspects of engineering in a broad range of areas. These areas include engineering mechanics / hydraulics, engineering materials, engineering electronics, drawing and communication and the scope of the profession. Students are encouraged to solve engineering problems through collaboration, research and the meaningful application of engineering principles.

The course is based on the study of realistic engineering situations. It is a module based course where products and systems are studied separately with students applying engineering principles to solve real problems, finishing in the production of an engineering report.

Study of these modules will be based on actual products and systems and will involve practical application of engineering knowledge and experimentation designed to complement the engineering knowledge.

Excursions are planned for students such as:
- University of Technology Sydney materials testing laboratories
- Bridge tour of Sydney’s iconic bridges, including the Sydney Harbour bridge
- The Powerhouse personal and public transport museum
- University of NSW engineering open day

Practical application and theory are integrated into this course. Engineering reports are also entered in the University of Wollongong engineering competition. Students are also encouraged to enter competitions such as the Institute of Engineers Australia ‘The Great Engineering Challenge’ at UNSW.

Main Topics Covered:

Preliminary Course
Students undertake study in the following modules of engineering:
- Engineering fundamentals
- Engineered products
- Braking systems
- Biomedical engineering

HSC Course
Students undertake study in the following modules of engineering:
- Civil structures
- Personal and public transport
- Aeronautical engineering
- Telecommunications

Particular Course Requirements:
Students develop an engineering report in both the preliminary and HSC. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Course Cost: A nominal fee of $20 per year is levied to cover a basic range of consumables.
# English Advanced

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
<th>Exclusions: English (Standard); Fundamentals of English; English (ESL)</th>
</tr>
</thead>
</table>

## Course Description:
- In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.
- In the HSC English (Advanced) course, students analyse and evaluate texts and the ways that they are valued in their contexts.

## Main Topics Covered:

### Preliminary Course –
- The course has two sections:
  - content common to the Standard and Advanced courses is undertaken through units of work called **Areas of Study**. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake one Area of Study.
  - **electives** in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

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

## Particular Course Requirements:

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

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

## Please note:
Only Advanced English is offered for the 2 unit course at Caringbah High School as this course is more suitable for our students and their needs than the Standard course.


### English Extension 1 and Extension 2

1 unit of study for each of Preliminary and HSC

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

**Exclusions:**  English (Standard); Fundamentals of English; English (ESL)

### Course Description:

- In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

### Main Topics Covered:

**Preliminary Extension Course**  
The course has one mandatory section: Module: Texts, Culture and Value. Students focus an intensive study on one classic text, and on various appropriations of that text.

**HSC Extension Course 1**  
The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values.

**HSC Extension Course 2**  
The course requires students to complete a Major Work

### Particular Course Requirements:

**Preliminary English (Extension) course** requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

**The HSC English (Extension) course 1** requires the study of prescribed texts (as outlined in the support document, HSC English Electives and Prescribed Texts).

**The HSC English (Extension) course 2** requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.
Food Technology

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description / Rationale:
This course will provide students with a broad knowledge of food and its use in domestic and commercial settings. The course will explore the following areas of study:

- **Food and its use in domestic and commercial settings** - The structure of the Australian food industry
- **Factors affecting food availability and selection** - Production and processing practices are examined and their impact evaluated.
- **Current food consumption patterns in Australia.**
- **Food handling with emphasis on ensuring safety.**
- **Managing the sensory characteristics and functional properties of food to produce a quality, food product.**
- **The role of nutrition in contributing to the health of the individual, and the social and economic future of Australia.**

Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Students also develop the capability to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations. This course offers a range of practical experiences that reinforce many of the theoretical principles. These may include excursions and experiences such as bread making workshops, the Royal Agricultural Easter Show, food demonstrations, food preparation techniques used in the hospitality industry, visiting experts, specialty restaurants, and test kitchens. Guest speakers may include food stylists, food technologists, chefs, dieticians and nutritionists.

This course will address the interests and aspirations of both genders and provide a solid knowledge base for future academic study and professional life in the area of food and health as well as the business sector.

Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Availability and Selection</td>
<td>The Australian Food Industry</td>
</tr>
<tr>
<td>Food Quality</td>
<td>Food Manufacture</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Food Production Development</td>
</tr>
<tr>
<td>Contemporary Nutrition Issues</td>
<td></td>
</tr>
</tbody>
</table>

Particular Course Requirements:
There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite to the study of the HSC course. Students will undertake practical food activities.

Course Cost: $70 per year which covers the cost of expendable items. All food for practical classes is purchased by the school
## French Continuers

<table>
<thead>
<tr>
<th>2 Units for each of Preliminary and HSC</th>
<th>Board Developed Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong> 200–300 hours study of the language or equivalent.</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> French Beginners</td>
<td></td>
</tr>
</tbody>
</table>

### Course Description / Rationale:

The study of French equips students as travellers and provides access to a significant part of the culture of French speaking communities throughout the world. French is an official language for the Olympic Games and the United Nations as well as international conferences. Knowledge of French can be an advantage in seeking employment in many fields such as arts, banking and international finance, diplomacy, fashion and cosmetics, wine making, catering, law and tourism. The Preliminary and HSC courses have as their organisational focuses themes and associated topics. The student’s 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. The student will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

### Main Topics Covered:

#### Themes:
- The individual
- The French-speaking communities
- The changing world

Students’ language skills are developed through tasks such as:
- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying French culture through texts

Costs: $30 each year for Language Perfect registration
# Geography

2 units for each of Preliminary and HSC  
Board Developed Course  

**Exclusions:** Nil

## Course Description:

Geography is an investigation of the world that provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world. Students will be able to critically evaluate changes in environments through fieldwork, geographic skills and an examination of contemporary issues.

Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society.

Geography is a lifelong interest, stimulating a natural curiosity about how and why the world’s people and their environments are so varied. Studying Geography Stage 6 prepares students for post-school studies and future employment and for active participation as informed citizens.

## Main Topics Covered:

### Preliminary Course
- Biophysical studies
- Global challenges
- The Senior Geography Project

### HSC Course
- Ecosystems at Risk
- Urban Places
- People and Economic Activity

## Particular Course Requirements:

Students complete a senior geography project (SGP) in the Preliminary course and will undertake a minimum of 10 hours of engaging fieldwork in both the Preliminary and HSC courses, that provide hands on experience of the course content.
## German Continuers

<table>
<thead>
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<th>2 Units for each of Preliminary and HSC</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong> 200–300 hours study of the language or equivalent.</td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong> German Beginners</td>
<td></td>
</tr>
</tbody>
</table>

### Course Description / Rationale:

The study of German enables students to communicate with members of German speaking communities and promotes cross-cultural understanding. German speaking countries are strong international leaders in trade, politics and the protection of the environment as well as being major investors in Australian companies and establishing regional offices in Australia. The ability to communicate in German, in conjunction with other skills, provides students with enhanced vocational opportunities, particularly in the fields of arts banking and international finance, diplomacy, education and research, engineering, law and tourism. The Preliminary and HSC courses have as their organisational focuses themes and associated topics. The 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. The student will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

### Main Topics Covered:

#### Themes:
- The individual
- The German-speaking communities
- The changing world

Students’ language skills are developed through tasks such as:
- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying German culture through texts

Costs: $30 each year for Language Perfect registration.
# Japanese Continuers

| 2 Units for each of Preliminary and HSC  
| HSC Board Developed Course |

**Prerequisites:** 200–300 hours study of the language or equivalent.  
**Exclusions:** Japanese Beginners; Japanese Background Speakers

## Course Description / Rationale:

The study of Japanese is of both cultural and economical importance to Australians. Japan is Australia’s leading trading partner and there are significant cultural ties between Australia and Japan. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as trade, tourism and hospitality, banking and finance, technology and diplomacy.

The Preliminary and HSC courses have as their organisational focuses themes and associated topics. The 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. The student 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:**
- The individual
- The Japanese-speaking communities
- The changing world

Students’ language skills are developed through tasks such as:
- Conversation
- Responding to an aural stimulus
- Responding to a variety of different written material
- Writing for a variety of purposes
- Studying Japanese culture through texts

Costs: $30 each year for Language Perfect registration.

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# HSC Japanese Extension

| 1 unit for HSC Board Developed Course |

**Prerequisites:** The Japanese Continuers Preliminary course  
**Co-requisites:** The Japanese Continuers HSC course  
**Exclusions:** Nil

## Course Description:

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.

**Theme:** The individual and contemporary society.

**Prescribed Issues:** Coping with Change
- The place of traditions in modern society
- Connectedness

Students’ knowledge and understanding of the issues are developed through tasks such as:
- discussing issues in prescribed and related texts
- presenting points of view on issues
- analysing aural and written texts.
Legal Studies

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

Legal Studies develops the students' knowledge, understanding and 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 citizens at the local, national and international level. The subject offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. Legal Studies further fosters respect for cultural diversity and promotes tolerance. It allows students to question and evaluate legal institutional structures in the domestic and international environment and to undertake a comparative analysis of other political and institutional structures. Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. Legal Studies is designed to foster intellectual, social and moral development by empowering students to think critically on the role of law and legal institutions in society. This is achieved through a review of selected legal rules, institutions and processes at the domestic and international level, a demystification of terminology and a focus on change, effectiveness, dispute resolution and justice. The Legal Studies stage 6 course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society.

Through Legal Studies, students will develop knowledge and understanding about:
- the nature and institutions of domestic and international law
- the operation of Australian and international legal systems and the significance of the rule of law
- the interrelationship between law, justice and society and the changing nature of the law.

Students will develop skills in:
- investigating, analysing and communication relevant legal information and issues from a variety of perspectives

Students will develop an interest in, and informed and responsible values and attitudes in regard to:
- legal functions, practices and institutions

Students will also visit the courts and gain insight into real world cases.

Main Topics Covered:

**Preliminary Course**
- The Legal System
- The Individual and the Law
- Law in Practice

**HSC Course**
- Crime
- Human Rights
- Options

Two options are chosen from Consumers, Global Environment Protection, Family, Indigenous Peoples, Shelter, Workplace and World Order.
Mathematics – General 2

| Prerequisites: The course is constructed on the assumption that students have achieved the outcomes of Mathematics for the Stage 5 course. |

| Course Description: |

General Mathematics 2 focuses on mathematical skills and techniques that have direct application to everyday activity. The development of their knowledge and skills will be integrated into two focus studies in each of the preliminary and HSC courses.

The preliminary course includes the focus studies: Mathematics and Communication and Mathematics and Driving. The HSC Mathematics General 2 course has two focus studies: Mathematics and Health, and Mathematics and Resources.

| Main Topics Covered: |

**Preliminary Course**
- Financial mathematics
- Data analysis
- Measurement
- Probability
- Algebraic modelling

**HSC Course**
The HSC course builds on the same five general topics studied during the Preliminary Course.
# Mathematics

2 units for each of Preliminary and HSC
Board Developed Course

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes of the Mathematics 5.3 pathway course.

## Course Description:

The course is intended to give students who have demonstrated general competence in the skills of the Mathematics 5.3 course, an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science, engineering studies and economics. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or economics. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the Mathematics Extension I or Extension II courses.

## Main Topics Covered:

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function
- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications
Mathematics Extension 1

1 unit in each of Preliminary and HSC
Board developed Course

Prerequisites: This course runs concurrently with the Mathematics course. The course is constructed on the assumption that students have achieved the outcomes of the Mathematics 5.3 pathway course.

Course Description:
The content of this course, which includes the whole of the Mathematics course, and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Mathematics 5.3 course and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many that are applicable to the real world. It has general educational merit and is also useful for concurrent studies of physics, engineering studies and economics. 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 Mathematics Extension I course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension II course in the HSC year.

Main Topics Covered:
- Other inequalities
- Circle geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Methods of integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- Solution of trigonometric equations
- Velocity and acceleration as a function of displacement
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of the Mathematics topics
Mathematics Extension 2

1 unit additional to the Extension I course, for the HSC year only
Board Developed Course

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

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

**Main Topics Covered:**

The course content includes the entire Mathematics course, the entire Mathematics Extension I course and, in addition, contains:
- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder applications of the Mathematics Extension I topics
# Modern History

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC Board Developed Course</th>
</tr>
</thead>
</table>

## Course Description / Rationale:

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

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through four major studies. Modern History challenges students to consider the great social, technological, economic, political and moral transformations of the 20th century. It requires students to analyse causes, programs and effects. It is relevant as the events and issues that form its content are, in many cases, still current.

In Year 12 a 1 unit Extension History course will be offered in addition to the 2 unit course.

## Main Topics Covered:

### Preliminary Course
- **Part I:** Case Studies 50% - at least two
  - One from Europe and one from Asia or the Middle East.
- **Part II:** Historical Investigation 20%.
  - Individual research related to the preliminary topics.
- **Part III:** Core Study 30%.
  - The world at the beginning of the twentieth century.

### HSC Course
- **Part I:** Core Study (25%)
  - World War 1, 1914 – 1919, a source based study concentrating on the western front. Students investigate key features, issues, individuals, groups and events in the study of WWI.

- **Part II:** National Study (25%)
  - Students will study ONE option:
    - e.g. **Russia and the Soviet Union 1917-1941** The Russian Revolution, Lenin, Trotsky, and consolidation under Stalin.
    - **Germany 1918-1939** The aftermath of the war, the Weimar Republic, Hitler and the Nazi party in power

- **Part III:** Personality in the Twentieth Century (25%)
  - Students will study ONE option:
    - eg. Leni Riefenstahl, Albert Speer, Leon Trotsky, or Douglas MacArthur.

- **Part IV:** International Study in Peace and Conflict (25%)
  - Students will study ONE option:
Music 1

2 units for each of Preliminary and HSC
Board Developed Course
Prerequisites: Music mandatory course (or equivalent)
Exclusions: Music 2

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

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

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

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

Cost: $40

Music 2

2 units for each of Preliminary and HSC
Board Developed Course
Prerequisites: Music Additional Study course (or equivalent)
Exclusions: Music 1

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

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

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

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

Cost: $40
# Music Extension – HSC Course

1 unit / 60 hour course  
Board Developed Course  
**Prerequisites:** Music 2 (studied concurrently with HSC course of Music 2)  
**Exclusions:** Music 1

## Course Description Rationale:

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

## Particular Course Requirements:

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by BOSTES to validate authorship of the submitted work.
# Personal Development Health and Physical Education

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

## Course Description:
Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives. All aspects of PDHPE are of relevance to all young people and, as such, the syllabus prescribes a core of study that represents the breadth of the learning area. It is acknowledged, however, that senior students will have particular areas of interest that they wish to pursue in greater depth. Consequently, the syllabus offers a significant options component designed to enable students to specialise in chosen areas. The syllabus provides a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences. Related career opportunities are expanding and gaining recognition throughout the community as legitimate fields of endeavour.

## Overview of Course
The PDHPE Syllabus includes two 120 hour courses. The Preliminary course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two. The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

## Main Topics Covered
### Preliminary Course
**Core Strands (60% total)**
- Better Health for Individuals (30%)
- The Body in Motion (30%)

**Optional Components (40% total)**
Students will study two options each from
- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

### HSC Course
**Core Strands (60% total)**
- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

**Optional Component (40% total)**
Students will study two options each from
- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

## Cost:
$15
Physics

2 units for each of Preliminary and HSC

Board Developed Course

Course Description / Rationale:

Physics provides students with a contemporary and coherent understanding of energy, matter, and their interrelationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe. It uses an understanding of simple systems (single particles and pairs of particles) to make predictions about a range of objects from sub-atomic particles to the entire universe and aims to reveal the simplicity underlying complexity.

The study of Physics relies on the understanding and application of a small number of basic laws and principles that govern the microscopic and macroscopic worlds. The study of Physics provides students with an understanding of systems that is the basis of the development of technological and societal impacts it embodies in the history and philosophy of science and forms a continuum relating our past to our future.

Physics draws upon and builds on the knowledge and understanding, skills, values and attitudes developed in School Certificate Science. It further develops students' understanding of science as a continually developing body of knowledge, the interdisciplinary nature of science, the role of experiment in deciding between competing theories, the provisional nature of scientific explanations, the complex relationship between evidence and ideas and the impact of science on society. The study of Physics involves the students working individually and with others in active, practical field and interactive media experiences that are related to the theoretical concepts considered in the course. It is expected that students studying Physics will apply investigative and problem-solving skills, effectively communicate the theoretical concepts considered in the course and appreciate the contribution that a study of physics makes to our understanding of the world.

The Preliminary course incorporates the study of motion: the properties of waves: electrical energy and the interaction between energy and matter that brought about the formation of the Universe. The HSC course builds on the Preliminary course. It examines the effects of gravitational fields, momentum, projectile and circular motion and the development of our understanding of the macro and atomic world throughout the Twentieth Century.

Main Topics Covered:

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

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

Option
- From Quanta to Quarks

Particular Course Requirements:
Practical experiences will occupy 33% of the time across Preliminary and HSC course time.

Cost:
- Science competition $8
- Lab fees $15
Society and Culture

2 units for each of Preliminary and HSC
Board Developed Course

Course Description / Rationale:

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology. It has direct relevance to the immediate needs of students and to their future lives by enabling students to develop understanding of themselves, their own society and culture and the societies and cultures of others.

Main topics Covered:

Preliminary Course
- The Social and Cultural World - The focus of this study is the interactions between persons, cultures, societies and environments. (20%)
- Personal and Social Identity - The focus of this study is the process of socialisation and the development and coming of age of individuals in a variety of social and cultural settings. (40%)
- Intercultural Communication - The focus of this study is showing how people in different social, cultural and environmental settings can better understand each other. (40%)

HSC Course
Core
- Social and Cultural Continuity and Change, in the context of one country. (20%)
- The Personal Interest Project - A topic of the student’s own choice and marked externally. (40%)

Depth Studies (40%)
Two to be chosen from:
- Popular Culture – to include knowledge of one popular culture – e.g. music, film, sport, television
- Belief Systems – the role of belief systems in life with specific knowledge of one belief system
- Equality and Difference, the nature of equality and difference – in one country
- Work and Leisure, and their interrelationship and impact on society.
Software Design and Development

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description:

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

The HSC course builds on the Preliminary course and asks students to develop and document software application. Through this they will learn to solve a number of interesting and relevant software problems.

Students will design and develop projects using application software. These projects may include:
   1. Database design – small business
   2. Group Project Website Design
   3. Workshops Visual Basic Programming Tutorials
   4. Workshop Projects including online interactive games
   5. Mobile phone/tablet App development
   6. Group project website design and an online ecommerce store
   7. Individual project – Strategy game

Main Topics Covered:

The Preliminary course covers:
   • Concepts and Issues in the Design and Development of Software
   • An Introduction to Software Development
   • Developing software solutions through projects and practical activities.

The HSC course covers:
   • Development and Impact of Software Solutions: social and ethical issues;
   • Software Development Cycle
   • Developing a Solution Package through a group and an individual project
   • Programming paradigms

Particular Course Requirements
Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

Cost: $40 per year.
# Studies of Religion 1

1 unit for each of Preliminary and HSC Board Developed Course

## Course Description / Rationale:

Studies of Religion promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context. Studies of Religion explores the diversity of religious expression and experience and can provide students with the opportunity to increase their awareness of diversity in society. The study is not restricted to the study of one religious tradition only and enables emphasis on investigation of several religious traditions.

## Main Topics Covered:

### Preliminary Course

- **Part I**  
  Nature of Religion and Beliefs – the focus of this study is the nature of religion and beliefs and spiritualities, including Aboriginal beliefs and spiritualities – The Dreaming.

- **Part II**  
  Religious Tradition – Two Depth Studies. The focus of these studies is the origins, principal beliefs, sacred texts and writings, ethical teachings and personal devotion.

  Note: The two depth studies will be chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.

### HSC Course

- **Part I**  
  Religion and Belief Systems in Australia post 1945. The focus of this study is religious expression in Australia’s Multicultural and multifaith society since 1945.

- **Part II**  
  Religious Tradition – Two depth studies. The focus of these studies is on significant people and ideas, ethics, significant practices in the life of adherents.

  Note: The two depth studies will be chosen from Buddhism, Christianity, Hinduism, Islam and Judaism.
Course Description / Rationale:

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. Students will have the opportunity to be involved in fashion drawing workshops, attend trade fairs, fashion parades and enter design competitions.

Practical experiences are integrated throughout the content areas and experimental work and project work may include:
- Apparel - Garments of your own design or commercial patterns for people of any age.
- Non apparel - Bags, hats or accessories
- Furnishing - Decorative and or functional items for the home e.g. wall hangers, cushions.
- Costume - Used for performances in music and drama, or fancy dress
- Textile Arts - Wall hanger, pictures, flags etc to be appreciated for their beauty rather than their usefulness.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered:

Preliminary Course
- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI)

HSC Course
- Design
- Properties and Performance of Textiles
- The Australian Textiles, Clothing, Footwear and Allied Industries
- Major Textiles Project

Particular Course Requirements:

In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, as either experimental work and/or project work. In the HSC course, the major textiles project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design.

Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

Cost: $30 per year.
Visual Arts

2 units for each of Preliminary and HSC Board Developed Course

Exclusions between Content Endorsed Courses and the Board Developed Visual Arts course:
Ceramics - Visual Arts HSC Ceramics Body of Work
Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work
Photography – Visual Arts HSC Photography Body of Work
Visual Design – Products developed cannot be used as a Body of Work in Visual Arts

Course Description / Rationale:
Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the HSC course that reflects the students’ knowledge and understanding of artmaking practice and demonstrates their ability to resolve a conceptually strong work. Students critically investigate the work of critics, historians and artists from Australia as well as those from other cultures, traditions and times.
The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.
While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

Main Topics Covered:

Preliminary Course learning opportunities focus on:
• The nature of practice in artmaking, art criticism and art history through different investigations
• The role and function of artists, artworks, the world and audiences in the artworld
• The frames and how students might develop their own informed points of view
• How students may develop meaning and interest in their work
• Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:
• How students may develop their own informed points of view in increasingly more independent ways using the frames
• How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
• How students may learn about the relationships between artist, artwork, world, audience within the artworld
• How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course
• artworks in at least 2 forms and use of a process diary
• a broad investigation of ideas in art criticism and art history

HSC Course
• development of a body of work and use of a process diary
• a minimum of 5 Case Studies (4–10 hours each)
• deeper and more complex investigations of ideas in art criticism and art history.

Cost: $60 (students may exceed this amount depending on their body of work)
## Philosophy

**Course Description / Rationale:**

“A person’s mind, once stretched by a new idea, never regains its original dimensions”. Oliver Wendell Holmes

Sometimes people who hear about Philosophy believe it is an ancient, obscure field of study, very difficult and with no relevance to today’s world. However, contrary to what you may think, Philosophy is actually very exciting – and enormously rewarding! It is based simply on a love of wisdom, and the gaining of thinking skills. This course offers you the opportunity to learn to look inwards, and really explore your concept of ‘self’. It also teaches you to look outwards so that you can start thinking about such fascinating processes as argument and analysis, perception and persuasion. The contribution of well-known philosophers is also studied.

When you learn the skills of how to think better and how to gain knowledge, you will be able to transfer them to countless other situations, from other school subjects to everyday communication. You will have the potential to strengthen your academic achievement, and to gain a rich awareness of your intellectual heritage. This course provides questions for the curious, insight for the inexperienced and strategies for the seekers.

Someone has said, “Your brain is the hardware – your mind is the software!” This Philosophy course will help you to call up and program the wondrous software of your mind, and will stretch the way you think about the important aspects of life – aspects such as logic, beliefs, ethics and reality. Your life and your mind will never have the same dimensions again!

## Photography

**Course Description / Rationale:**

This course offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These different fields give students a way to interpret their world.

**Areas of Study:**

- Wet photography – use of film, chemicals and photographic papers in a darkroom
- Digital photography – use of Photoshop and the digital video camera
- Historical and critical investigations of the work of other photographers

This course in Photography will allow students to:

- increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- develop an understanding of the methods photographers use to build meanings;
- develop skills through the acquisition of the techniques of photography;
- use photography as a means of visual communications and a process to aid observation and analysis;
- gain an understanding of careers involving photography.

**Cost:** $65
Sport, Lifestyle and Recreation Studies

1 unit for the Preliminary Course  
Board Developed Content Endorsed Course

**Exclusions:**  
Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

**Course Description / Rationale:**

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation;
- promote an understanding of the requirements for healthy living;
- develop a deeper understanding of the interaction between society, sport, recreation and fitness;
- identify how sport influences and affects various groups and sections of our society;
- provide students with a greater understanding of their physical and sporting potential.

Visual Design

1 unit for the Preliminary Course  
Board Endorsed Course

**Exclusions:**  
Products developed cannot be used as a major design project in Design and Technology or a body of work in Visual Arts

Designed images and objects can communicate ideas about our world and ourselves. They use visual conventions to define and build social identity. They have utilitarian functions and may have aesthetic and spiritual dimensions.

This Visual Design course encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Areas of study can include – painting, printmaking, model construction and photography.

The course enables students to:

- understand the nature of visual design and the ways in which designed images are created, categorised, interpreted, valued and used in our society;
- develop understandings and skills required to design and make works which fulfill a range of functions and express and communicate their own ideas and feelings;
- understand and value the contribution which designers make to our society;
- know the practices used by designers and the career options available in these fields.

**Cost:** $50