



SENIOR HANDBOOK

HANDBOOK and GUIDE to HSC COURSES

Year 11 2010

Year 12 2011

The 2011 HSC

THE HIGHER SCHOOL CERTIFICATE

Preliminary Course 2010 *and* HSC Course 2011

CONTENTS

	PAGE
Choosing your Subjects	1
General Information for the 2011 HSC	2
What types of Courses are offered?	3
What are Units?	4
Requirements for the Award of the HSC	5
HSC Courses / Subjects Offered at TKS	6
VET/HSC Courses	8
Reporting Student Achievement in the HSC	9
The ATAR, Scaling and Choosing your Subjects	10
Summary for Students and Parents	14
Course Summaries	16

Additional information about courses and the HSC is available from:

The NSW Board of Studies Website: <http://www.boardofstudies.nsw.edu.au> *and*

The University Admissions Centre: <http://www.uac.edu.au>

UAC Reports on the HSC: <http://www.uac.edu.au/undergraduate/uai/uai-reports.shtml>

CHOOSING YOUR SUBJECTS

Which subjects should I study in Years 11 and 12 for the HSC?

The choice of what courses to undertake in the final two years of school is an important one. There are no simple answers as each individual student will have his own unique pattern of study. However, there is now a wide range of educational and training opportunities open to young people. The purpose of this handbook is to provide all the information about the wide range of programs on offer at The King's School, so that boys may make informed decisions about their last two years at the School. The wide variety of courses available caters for the different interests and ability levels of our diverse student population. Boys are encouraged to choose courses appropriate to their needs and abilities; once chosen, the School asks no more than that each boy works to the best of his ability in his chosen courses.

Goals and Ambitions

The first step in the process of choosing subjects for next year is to be aware of what your interests and goals might be. You should discuss your short-term and long-term goals with your parents and teachers. This should help you to narrow, or even broaden, areas that interest you and the directions which you would like to follow.

Teachers are often the best guides as to how realistic students' choices are in setting their academic goals. In particular, Heads of Department and your Year Coordinator can provide you with excellent advice as to your suitability for a course. As well, Mr Gordon, the Careers Adviser, can assist with information ranging from UAC information for University entry to courses available at TAFE.

Students should choose subjects they find interesting. Personal interest is the best way of motivating yourself to commit two intensive years to the study of a subject. Where possible, keep your options open. Narrow specialisation is not wrong if a student is certain of his future destination, but few boys can be so sure of their abilities that they can afford to cut off other possible options.

Choose a balanced program of study that avoids forcing decisions which may later be regretted. It is important to select a pattern of study suitable for your interests and needs and to treat each subject that you study in the Preliminary Course as though you will carry it through to the end of the HSC Course.

The HSC is the traditional pre-tertiary credential for students in New South Wales. The Higher School Certificate is accepted throughout Australia and by every Australian university and TAFE College. The HSC offers a very wide curriculum with subjects ranging from the highly academic to the creative and the vocational. There is considerable flexibility offered to students as well as special examination provisions for those who have been approved.

Resource Limitations

It must be clearly stated that, while a broad configuration of choice is initially offered, the School will only proceed to form classes where it is deemed that sufficient students have chosen the particular subject and that the classes can be properly resourced. These limitations may necessitate some boys not receiving their first choices. **Each boy is asked to select their preferences from the courses available but there can be no guarantee that every boy will get their first preferences.**

Every year, some students change their minds about courses. They will have the opportunity to discuss the proposed pattern of study with me and complete a *Change of Course Proposal Form*.

Changes may occur after confirmation from parents, teacher, Head of Department and Housemaster.

GENERAL INFORMATION for the 2011 HSC

Please note: the information contained here may be subject to change due to announcements about the introduction of a National Curriculum – further advice will be supplied when the information comes to hand.

Students should note that detailed information on the 2011 Higher School Certificate regarding:

- eligibility
- curriculum rules and pattern of study requirements
- assessment procedures and responsibilities
- examinations, including submitted works, practical and oral examinations + special needs
- Higher School Certificate results including vocational HSC courses and tertiary entry

is contained within the Board of Studies publication *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students* distributed to all Year 10 students in mid July this year.

The Higher School Certificate is an exit certificate awarded and issued by the NSW Board of Studies. It marks the completion of 13 years of schooling, is the gateway to further study and employment and presents a profile of student achievement in a set of courses. In the interests of greater career choices and increased opportunities at University and TAFE, the HSC offers students a full range of study areas meeting individual abilities, interests and goals, whether you wish to pursue tertiary qualifications, vocational training or employment.

The Higher School Certificate offers an extensive range (about 150) of Board Developed Courses and a large range of Board Endorsed Courses within the HSC curriculum. The King's School cannot offer all these courses but continually assesses which courses should be offered at the School which suit the needs, abilities and interests of its students as well as offering opportunities outside the School in nationally recognised Vocational Educational and Training (VET) Courses for many industries. Extension courses may also be undertaken in areas of special interest.

The HSC fairly assesses each student's knowledge and skills. If a student meets the minimum standard expected in a 2 Unit course, he receives a mark of 50/100. When students display higher standards of performance, higher marks are achieved. For each course, students will receive easy-to-understand reports providing detailed information, giving clear indications of what students have demonstrated they know, understand and can do in each course.

Vocational Education and Training courses offered through TAFE will count towards the HSC and will also lead to qualifications recognised across a range of industries. Students may choose to enrol in both **ATAR framework and non-ATAR framework** courses.

Subject Choice Forms

Students will receive Subject Choice Forms **at the end of Term 2 with their Semester One Reports**. These forms will provide additional information regarding the required pattern of study at The King's School.

*Year 10 students are required to complete their Year 11 Subject Choice Form
online by:*

FRIDAY 14 AUGUST 2009.

WHAT TYPES OF COURSES ARE OFFERED?

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

Board Developed Courses

These courses have been developed by the Board of Studies NSW. There is a current syllabus for each course that contains:

- course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses).

All students entered for the HSC studying these courses follow the appropriate 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). ***These are all studied at the School.***

As an alternative, some students may decide to include a **Language Course** through either **Open High School** or **Saturday School of Community Languages**. These are languages not offered at The King's School. Courses in languages may be available for **Background Speakers**, **Continuers** and **Beginners** – however, there are strict eligibility requirements attached to each course. **For more information about any of these courses, please contact Mrs Neale, Acting Head of Languages.**

In addition, a student may decide to include a course from the **VET** (Vocational Education and Training) **Curriculum Frameworks** that can be studied as a Preliminary and/or HSC Course. Some, such as Primary Industries and Hospitality Operations, have an optional written examination for the HSC. A number of our boys have been involved over the years in these subjects and these courses may be studied in lieu of a School-based course at a TAFE institution.

Board Endorsed Courses

Results in Board Endorsed Courses are not eligible for inclusion in the calculation of the ATAR.

There are three main types of Board Endorsed Courses:

- Content Endorsed Courses
- School Developed Courses (not offered by The King's School)
- University Developed Courses (for high ability students in Stage 6)

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses. As such, these courses ***will only be offered within the TKS VET/HSC program.*** Most VET HSC courses delivered by TAFE are Content Endorsed Courses. Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on the Record of Achievement.

For more information about these courses, please contact Mr Gordon, the Careers Adviser.

WHAT ARE UNITS?

- All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 2 units or 1 unit. Most courses have a value of **2 units**.
- Each unit involves class time of approximately 60 hours per year.
- In the HSC each unit has a value of 50 marks. A 2-unit course has a value of 100 marks.

<i>1 unit</i>	=	<i>60 hours per year</i>	=	<i>50 marks</i>
<i>2 units</i>	=	<i>120 hours per year</i>	=	<i>100 marks</i>

2 UNIT COURSES

This is the basic structure for all courses. They have a value of 100 marks.

EXTENSION COURSES

Extension courses are available in a number of subjects. All extension courses are 1 unit in value and build on the content of the 2 unit courses.

Year 11

- Extension units require students *to work beyond the standard of the 2 Unit course*.
- **English and Mathematics Extension 1 Courses** are available in **Year 11 (Preliminary Course)**.
- Students *must* study the Preliminary Extension 1 Course in these subjects before proceeding to the HSC Extension 2 Course(s).

Year 12

- **English and Mathematics Extension 2 Courses** require students to *work beyond the standard of the Extension 1 Course(s)*.
- **English and Mathematics Extension 2 Courses** are *only* available in **Year 12 (HSC Course)**.
- HSC Extension Courses, in subjects other than English and Mathematics, are offered and examined in Year 12 only and are available in *History, Music and Languages* only.

REQUIREMENTS FOR THE AWARD OF THE HSC

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

- have satisfactorily completed courses that meet the pattern of study required by the Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course;
- have sat for and made a serious attempt at the requisite Higher School Certificate examinations;
- have studied a minimum of **12 units** in the **Preliminary Course**;
- have studied a minimum of **10 units** in the **HSC Course**.

Both the Preliminary Course and the HSC Course must include at least:

- 6 units from Board Developed Courses
- 2 units of a Board Developed Course in English
- three courses of 2 units value or greater
- four subjects.

Although the minimum number of units for the HSC Course is 10 units, the School *recommends* that the more able students attempt 1 or more Extension courses in their pattern of study (11 or 12 units).

Student achievement in Stage 6 (years 11 and 12) is reported in two ways through the:

- 1. Higher School Certificate Record of Achievement and**
- 2. Australian Tertiary Admission Rank (ATAR) – replaces the UAI from 2009.**

A student's **Higher School Certificate Record of Achievement** presents a profile of his achievement in the courses he has completed. Their achievement is reported in terms of standards he has reached in the courses he has completed.

In contrast, the **Australian Tertiary Admission Rank (ATAR)** is a numerical measure of the student's overall contribution in the HSC in relation to that of other students. This measure allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by universities, either on its own or in conjunction with other selection criteria, to rank and select school leavers for admission to university.

The booklet, *University Entry Requirements Year 10 Booklet*, published by UAC, contains important information about entry to university courses, course prerequisites and other information to assist each student's choice of HSC courses for study in Years 11 and 12 in preparation for university entry. This booklet will be distributed to Year 10 students in Term 3.

To be eligible for an ATAR, a student must satisfactorily complete at 10 units of ATAR courses. These ATAR courses must include at least:

- **8 units from Category A courses**
- **2 units of English**
- **three Board Developed courses of 2 units or greater**
- **four subjects.**

HSC COURSES / SUBJECTS
offered in 2010/2011
(these courses are subject to numbers and resource limitations)

(See course notes following this table for explanation of symbols)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Agriculture	Agriculture		
Ancient History	Ancient History		HSC History Extension ¹
Biology	Biology ²		
Business Studies	Business Studies		
Chemistry	Chemistry ²		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
Engineering Science	Engineering Science		
English	English Standard # English Advanced # English as a Second Language #	Preliminary English Extension 1	HSC English Extension 1 HSC English Extension 2
French	French Continuers		HSC French Extension
Geography	Geography		
German	German Continuers		HSC German Extension
Industrial Technology	Industrial Technology: Metal or Timber		
Information Processes and Technology	Information Processes and Technology		
Latin	Latin Continuers		HSC Latin Extension
Legal Studies	Legal Studies		
Mathematics	General Mathematics # Mathematics #	Preliminary Maths Extension 1	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension ¹
Music	Music 1 # Music 2 ³ #		HSC Music Extension
PD/Health/PE	PD/Health/PE		
Physics	Physics ²		
Primary Industries	Primary Industries		
Senior Science	Senior Science ²		
Software Design and Development	Software Design and Development		
Studies of Religion	Studies of Religion		
Visual Arts	Visual Arts		

HSC COURSES / SUBJECTS

Notes and Explanation

Footnotes from previous page

- # You may select one course only from each of these subject groups.
1. There is only **one** History Extension Course. Students studying **both** Ancient History **and** Modern History may undertake **one** HSC History Extension Course **only**.
 2. You may not include any more than 6 units of the following Science courses in meeting the 12 Preliminary or 10 HSC units:

Biology
Chemistry
Earth and Environmental Science
Physics
Senior Science

The course **Senior Science** may **not** be taken as a Preliminary course with Biology, Chemistry, Earth and Environmental Science or Physics. However, Preliminary Biology, Chemistry, Earth and Environmental Science or Physics can be used as a prerequisite for HSC Senior Science if a student decides to terminate these courses after the Preliminary year.

3. You must study Music Course 2 if you wish to study HSC Extension Music.

General notes relating to courses listed on the previous page

- A number of subjects include a requirement for the development of project work for either internal or external assessment, eg. Visual Arts, Design and Technology, Agriculture, Drama, Industrial Technology and Software Design and Development. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- The School now offers the **Primary Industries Course** (a Category B subject) **on campus**.
- Both Industrial Technology (Metal or Timber) and Primary Industries are **Category B Courses** – only one of the subjects (2 units) may be counted towards a student's ATAR if both subjects are being taken by a student.

VET/HSC COURSES

- Students from The King's School have accessed VET/HSC courses for over a decade. Students in Years 11 and 12 are currently participating in courses that may include:
 - Information Technology
 - Rural Studies
 - Construction
 - Retail Operations
 - Hospitality
 - Automotive Studies
 - Design Studies.

- The TAFE networks are located close to the school in either Northern Sydney or Western Sydney. The Northern Sydney Colleges which offer a wide range of courses are Meadowbank and Hornsby, while Blacktown, Baulkham Hills, Mt Druitt and Richmond operate in the Western Sydney areas. Students may also access courses offered by the Castle Hill Skills Centre and other private providers in the area.

- **Industry Framework Courses**

These courses are 2 units for each year of study and count towards an ATAR if students study the course for two years and elect to sit for an examination during their HSC year. There is a 35 hours mandatory period of work placement for each year of study. Students also gain an AQF Certificate II in their chosen course area.

- **Non Industry Framework Courses**

These courses are 2 units for each year of study and may be studied for one or two years. They do *not* count towards the ATAR but the units of work covered will give credit towards an AQF Certificate II qualification.

- Both Industry and Non-Industry Framework subjects are dual-accredited as VET subjects *and* HSC subjects, i.e. they are listed on each student's Preliminary Course Certificate (Year 11) and Higher School Certificate (Year 12).

- Courses are subject to change and may be cancelled for various reasons, usually through lack of demand. Application procedures include the fact that the school must recommend students on the basis of behaviour, interest in the course area and outcomes and potential for success in the TAFE system.

- **The King's School is charged for the provision of each course and this cost is passed on to the parents of the student (although this is offset by a grant from the Government). The average charge to the parents is around \$950 per year for a 2 Unit course (depending on the course) and this will be added to the student's account at the commencement of the course.**

- A comprehensive outline of the VET/HSC pattern of study including specific course details and costs is available from **Mr Gordon, the School Careers Adviser.**

REPORTING STUDENT ACHIEVEMENT in the HSC

The HSC reports provide students with detailed descriptions of the knowledge, skills and understanding they have attained in each subject. For the majority of courses, the Board of Studies reports student achievement against published standards in a **Course Report** for each course that shows:

- the student's moderated School Assessment Mark;
- the student's Examination Mark;
- the student's HSC Mark (the average of the assessment and examination marks);
- the Performance Band attained; and
- a graph showing where the student's HSC Mark lies in relation to the total candidature.

The syllabus for each course, along with assessment and examination information and a performance scale used to describe a student's level of achievement, gives a clear idea of the standards that are expected. The results gained are shown on the student's **Record of Achievement**. For each Board Developed HSC Course, the **Course Report** is also provided which describes, using performance bands, the standard achieved in the course and provides a graph indicating the student's position in the course candidature.

School-based Assessment Tasks contribute 50% of the **HSC Mark**. The **School Assessment Mark** is based on a student's performance in Assessment Tasks undertaken during the course. The other 50% of the **HSC Mark** comes from the **HSC Examination** in each subject.

The **Performance Band** indicates the standard attained by a student in a course in relation to defined criteria, including the knowledge and understanding of the concepts and principles of that course. The standards described by the performance bands represent the range of achievement expected by students completing that course. The percentage of students in a given band for a particular course depends on how students enrolled in that course performed against the standards defining the bands in that course. There is **no** predetermined percentage of students to be placed in any given band.

It follows that, although the standards defining the performance bands in a course will be constant from year to year, standards cannot be compared **between courses** as they are **based on different criteria**. Thus it can be expected that the percentage of students in each performance band will vary from course to course.

In 2 unit courses, student achievement is reported using six (6) Performance Bands:

Performance Band	1	2	3	4	5	6
Mark Range	0-49	50-59	60-69	70-79	80-89	90-100

In extension courses, student achievement is reported using four (4) Performance Bands (**except Mathematics which has its own reporting bands**):

Performance Band	E1	E2	E3	E4
Mark Range	0-24	25-34	35-44	45-50

The **Examination Mark** reported on a student's Record of Achievement indicates the standard a student has attained in a specific course. The **HSC Mark** is calculated as the **average** of the **Examination Mark** and the **Moderated School Assessment Mark**. This **HSC Mark** determines a

student's Performance Band for each course undertaken.

THE ATAR, SCALING AND CHOOSING YOUR SUBJECTS

The Australian Tertiary Admission Rank (ATAR) is a number which provides a measure of a student's overall academic achievement in the HSC in relation to that of other students. The ATAR is calculated solely for use by universities to rank and select school leavers for admission to university. ATAR replaced the UAI from 2009.

To be eligible for an ATAR, a student must satisfactorily complete at least 10 units (including at least 2 units of English) of ATAR courses. This rank, reported to students separately, is reported as a number between 0 and 99.95 in groupings of 0.05.

Whereas the Board of Studies reports against standards, universities are concerned with ranking school leaver applicants. In calculating the ATAR, then, what is important about HSC marks is the information they convey about a student's position in relation to other students; i.e. their rank order.

The scaling process takes marks provided by the Board of Studies and estimates what the marks would have been if all courses had been studied by all students. The scaling algorithm is designed to encourage students to take the courses for which they are best suited and which best prepare them for their future studies. The principle underlying the algorithm is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another.

The mean, standard deviation and the maximum mark in a course are modified in the process of scaling. Adjustments are then made to the marks of individual students to produce scaled marks, which are the marks the students would have received if all courses had the same candidatures. Although scaled marks in most cases will be different from the raw marks from which they are derived, the ranking of students within a course is not changed.

Scaling is carried out each year, which means that an individual subject's scaling can vary from year to year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same.

The following statement from the UAC website is important:

“The best advice for students wanting to maximise their ATAR? It is no different from the advice that has been given by good teachers for years – choose what you are interested in, what you do well in, and what will provide a strong base for your future career. Don't try to ‘work the system’ – you are likely to get it wrong.”

However, there are certain historical patterns in the scaling of subjects that can be observed to help you with your choices. The following tables:

- present a summary of the effects of scaling within a common pattern of study
- show you what happens to HSC marks when they are scaled to become the marks that UAC uses to generate the ATAR
- show you how achievement at different levels in different subjects can affect your ATAR.

Below are examples of students with ATARs of 65.00, 75.00 and 85.00 using 2008 UAI data.

The middle ATAR using 2008 UAI data was 70.80 (up from 67.00 under the UAI system).

Chris		Alex		Mitch	
HSC Mark		HSC Mark		HSC Mark	
English Standard	82	English Advanced	74	English Advanced	78
General Mathematics	75	General Mathematics	82	Mathematics	78
Legal Studies	77	Geography	80	Ancient History	83
Music 1	76	Modern History	79	Biology	88
Visual Arts	83	PDH&PE	81	Chemistry	79
ATAR	65.00		75.00		85.00

The implications from these figures can be summarised as follows:

- Subject selection is important, but there is no automatic benefit to be gained by doing subjects which “scale up” and no automatic discount from subjects that scale down. A more precise way of making choices involves **how well you perform in the subjects you choose, how motivated you are to achieve in them and how well-suited they are to you and your goals.**
- The same set of courses, with HSC marks that are only slightly lower, can lead to a big drop in the ATAR. Performance at the top of the state in any subject is rewarded in the scaling process. Strong performance in a challenging subject is rewarded in the scaling process.
- Students who score around the state average mark in their subjects – the low 70s for most subjects – can expect to score an ATAR that is around the state average i.e. around 70.00.

To follow this point further, consider two students who completed the same courses in **2008**. The first student receives a mark of 70 in each course, while the second receives a mark of 80 in each course. In the table below, percentile refers to the rank position out of 100:

Course	Student One		Student Two	
	HSC mark	Percentile	HSC mark	Percentile
English Advanced	70	13	80	55
Biology	70	38	80	71
Mathematics	70	30	80	58
Business Studies	70	42	80	71
Modern History	70	25	80	62
Visual Arts	70	10	80	44
ATAR	59.05		82.25	

The 2 students’ HSC marks in each course differ by only 10%, **yet their ATARs differ by 23.20!** Student One’s ATAR is lower than the HSC marks gained while Student Two’s UAI is a little higher! The 23.20 difference in their ATARs is a consequence of the larger number of students receiving HSC marks in a range 70 to 80. ***The ATAR replaced the UAI in 2009.***

What are the implications and conclusions from these statistics?

Just a few extra marks in each subject can make a huge difference!

- Students who are aiming for an ATAR that gains them entry into **generalist degree courses** at

university must achieve HSC marks in at least the low 80s.

- Students who are aiming for an ATAR that gains them entry into **specialist or professional degree courses** must achieve HSC marks well into the 80s, if not the 90s. They should choose subjects that are challenging: strong performance in these subjects will usually be rewarded in the scaling process.
- Students who are aiming for **highly competitive ATAR courses, such as Law or Medicine**, must achieve HSC marks well into the 90s. They will probably choose subjects that are most challenging: strong performance in these subjects will usually be rewarded in the scaling process.
- In any given course, 30-40% of students in the state who sit the course score HSC marks in the 70s. The best way to be above the middle of the state is to score marks in the 80s!

Distribution of UAIs/ATARs

The distribution of UAIs has been consistent over the years (Source: UAC Report 2008 Table A7):

Percentage of UAI students receiving specific UAIs and above: 2004 - 2008

UAI	2004 %	2005 %	2006 %	2007 %	2008 % ATAR
99.00	1.6	1.6	1.6	1.6	1.6
95.00	8.0	8.0	8.2	8.3	8.3
90.00	15.9	15.9	16.2	16.5	16.5
80.00	31.2	31.2	31.9	32.3	32.3
70.00	45.7	45.7	46.7	47.2	47.3
60.00	59.0	59.0	60.2	60.6	60.8
50.00	70.7	70.8	71.8	72.3	72.7

Median UAI/ATAR: 2004 - 2008

	2004	2005	2006	2007	2008
Median UAI	66.85	66.90	67.65	67.00	70.80 *

In **2008**, **23** students received a **UAI of 100 – 16 males and 7 females** from a mix of government and non-government schools and studied a wide range of courses.

In almost all courses, some students gained a ATAR in excess of 95.00 and for the majority of courses the maximum ATAR is higher. In the vast majority of courses at least one student gained an ATAR of 99 or above. This is consistent with previous years. The full report on scaling in the Higher School certificate is also available for you to download from the Universities Admissions Centre website (www.uac.edu.au). * **The ATAR replaces the UAI from 2009.**

Boys and parents should be practical and realistic in considering the suitability of a course. The primary considerations for a student to select a challenging course that he:

- *enjoys the subject;*
- *is capable of achieving well in the subject;*
- *is committed to a high standard of achievement in the subject.*

In short, the students who gain the most from the scaling effect are those who are suited to their courses and work hard to achieve their goals in them.

University Bonus Point Schemes for HSC Subjects

Universities now have a number of schemes that allow the allocation of bonus points which may mean that applicants can receive an offer to a course even though they have an ATAR below the published cut-off. Examples include students with strong performance in HSC subjects, students who live or attend school in an area defined by the university and students who have applied for consideration through Educational Access Schemes.

Please note: if universities allocate bonus points, it does not change or increase a student's ATAR – it changes and improves a student's selection rank.

For most Year 12 students, their selection rank is their ATAR. However, if a student is allocated bonus points, then their selection rank = their ATAR + bonus points. As the bonus points schemes for each university, and often for each course at the same university, are different, then the selection rank can be different for each course listed in the student's course preferences.

Research by several universities has shown that performance in particular HSC subjects provides the best indication of likely success in first year university study, hence the recent introduction of bonus point schemes. Universities are also suggesting that the HSC Bonus Points Scheme is there to reward high achieving HSC students and to address national skills shortages.

A typical Bonus Points Scheme has the potential to improve the ATAR selection rank by **up to 5 points**. Bonus points are credited automatically – for example:

- an HSC Band 5 or 6 result in **2 unit English Advanced** and **2 unit Mathematics** will each typically attract 2 points
- other points are awarded for **Extension** courses and subjects regarded as relevant to a particular degree, e.g. Physics for Engineering etc.
- Bonus points are not available for some high demand courses e.g. Medicine and Law.

The schemes are complex in that universities tend to differ in their application of bonus points and bonus points apply differently for each university course. There are therefore hundreds of different permutations. Students and parents are therefore encouraged to access the links to each university – some examples are given here for details on the bonus point schemes:

- **University of Sydney – ‘Flexible Entry Scheme’**
www.usyd.edu.au/future_students/domestic_undergraduate/admissions/special_entry_schemes/flexible.shtml
- **Macquarie University – ‘Academic Advantage Scheme’**
www.mq.edu.au/academicadvantage
- **University of NSW – ‘HSC Plus’**
www.unsw.edu.au/HSCPlus

For more information on Bonus Point Schemes and Alternate Entry Schemes for each university:

- See ‘UAC participating institutions’ for each university in Part 2.1 of the UAC Guide
- See ‘Participating Institutions’ at:
<http://www.uac.edu.au/international/institutions/index.shtml>
- See each university's undergraduate prospectus
- Phone each university for further details.

SUMMARY FOR STUDENTS AND PARENTS

- ***All courses in the HSC have a unit value.***
 - Most courses are 2 units
 - 2 units = 120 hours per year = 100 marks
- ***Courses are divided into two categories:***
 - Board Developed Courses
 - Board Endorsed Courses (*see VET/HSC Program*)
- ***Requirements for the HSC:***
 - **Preliminary Course** **12 units**

Students must satisfactorily complete the Preliminary course before they are eligible to commence the corresponding HSC course.
 - **HSC Course** **10 units**
 - Both Preliminary and HSC courses must include:
 - At least 6 units from Board Developed Courses, including at least 2 Units of a Board Developed Course in English.
 - At least 3 courses of two units or greater.
 - At least 4 subjects (including English).
 - At most, 6 units of courses in Science can count towards HSC eligibility.
- ***Extension Courses build on the content of the 2 unit course and require students to work beyond the standard of a 2 unit course.***
 - Both English and Mathematics have Preliminary Extension Courses (Year 11).
 - In each of English and Mathematics, you may choose one or two HSC Extension Courses (Year 12).
 - All other extension Courses are offered in Year 12 only.
- ***A minimum of 2 units of English must be taken in both the Preliminary and HSC Courses.***
 - Students wishing to take the English Extension Course(s) must be enrolled in the English Advanced course.
 - English as a Second Language (ESL) course may be offered if student numbers permit and if students meet the eligibility requirements.
 - Students at The King's School are strongly encouraged to take one of the Mathematics courses. Students studying the General Mathematics course **cannot** study any other Mathematics course.
 - Although not required by the Board of Studies, students at The King's School are encouraged to study a broad based HSC that includes courses from the Sciences and the Humanities.
 - To *satisfactorily complete a Preliminary and HSC course*, a student must have:

- (i) followed the course developed or endorsed by the Board;
 - (ii) applied himself with diligence and sustained effort to set tasks and experiences in the course;
 - (iii) achieved the course outcomes.
- ***Key considerations when deciding and choosing your subjects for Years 11 & 12:***

Ability:

Choose subjects that are appropriate to your level of ability.

Interest:

Choose subjects that interest you.

Motivation:

Choose subject areas that you want to study.

➤ ***Career aspirations and needs:***

Be realistic about your career choices and about your subject choices. Mr Gordon, the School Careers Adviser, can assist students in providing information about tertiary course requirements in both University and TAFE institutions throughout Australia and overseas. In addition, each University and TAFE institution will have Undergraduate Advisers who can provide assistance.

Students will be provided with the ***University Entry Requirements Year 10 Booklet***, published by UAC. This booklet contains important information about entry to university courses, course prerequisites, ATAR requirements and other information to assist each student's choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

➤ ***Pattern of Study:***

Select your pattern of study carefully as most courses extend over 2 years, although there is a limited range of Extension Courses available in Year 12.

A reminder: Each boy is asked to select their preferences from the courses available but there can be no guarantee that every boy will get their first preferences.

CL Logan
Director of Studies
studies@kings.edu.au
June 2009

COURSE SUMMARIES

Board Developed Courses

Offered to Year 11 students in 2009

<i>Course</i>	<i>Page</i>
English Standard	18
English Advanced	19
English Extension 1	20
English Extension 2 (HSC only)	20
English as a Second Language (Eligibility rules apply)	21
General Mathematics	22
Mathematics	23
Mathematics Extension 1	24
Mathematics Extension 2 (HSC only)	25
Ancient History	26
Modern History	27
History Extension (HSC only)	28
Agriculture	29
Biology	30
Business Studies	31
Chemistry	32
Design and Technology	33
Drama	34
Earth and Environmental Science	35
Economics	36
Engineering Science	37
French Continuers	38
French Extension (HSC only)	39
Geography	40
German Continuers	41
German Extension (HSC only)	42
Industrial Technology (Metal, Timber)	43
Information Processes and Technology	44
Latin Continuers	45
Latin Extension (HSC only)	46
Legal Studies	47
Music 1	48
Music 2	49
Music Extension (HSC only)	50
PD/Health/PE	51
Physics	52
Primary Industries	53
Senior Science	54
Software Design and Development	55
Studies of Religion	56
Visual Arts	57

English Standard

2 units for each of Preliminary and HSC Board Developed Course **Exclusions:** English (Advanced); English (ESL); English (Extension);

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

In the Preliminary English (Standard) course students are required to:

- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; non-fiction **or** film **or** media **or** multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text
- **HSC English (Standard) course requires the close study of:**
- at least four types of prescribed text, one drawn from **each** of the following categories: prose fiction, drama, poetry, non-fiction **or** film **or** media **or** multimedia
- a wide range of additional related texts and textual forms

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of:		Area of Study (Common course content)	40
Paper 1 (2 hours) Areas of Study (Common course content)	40	Module A	20
		Module B	20
		Module C	20
			100
Paper 2 (2 hours) Module A	60	Assessment across the language modes:	
Module B		Listening	15
Module C		Speaking	15
		Reading	25
		Writing	30
		Viewing & representing	15
	100		100

English Advanced

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

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 an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

HSC Course – The course has two sections:

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

Particular Course Requirements

In the **Preliminary English (Advanced) Course**, students are required to:

- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; non-fiction; film **or** media **or** multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of purposes
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

HSC English (Advanced) course requires the close study of:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination paper consisting of: Paper 1 (2 hours) Areas of Study (Common course content)	40	Area of Study (Common course content)	40
		Module A	20
		Module B	20
		Module C	20
			100
Paper 2 (2 Hours) Module A Module B Module C	60	Assessment across the language modes:	
		Listening	15
		Speaking	15
		Reading	25
		Writing	30
		Viewing & representing	15
	100		100

Preliminary English Extension
HSC English Extension 1
HSC English 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 Values

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 prescriptions document, HSC English 2003 and 2004 Electives and Prescribed Texts).

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

Assessment: HSC Extension Course 1

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of two hours duration	50	Module A, B or C	50
	50		50
		Assessment across the language modes:	
		<ul style="list-style-type: none"> • Speaking and listening 10 • Reading and writing 30 • Viewing and representing 10 	
			50

Assessment: HSC Extension Course 2

External Assessment	Weighting	Internal Assessment	Weighting
Submission of Major Work Including a 1000–1500 word (maximum) reflection statement	50	Proposal: Presentation of proposal for Major Work	10
		VivaVoce: Interview and discussion /exploration of the work in progress	20
		Report: The impact of independent investigation on the development of the Major Work	20
	50		50

English as a Second Language

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: English (Standard); English (Advanced); English (Extension); Mass Media Studies.

Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus

Course Description

- In the Preliminary English (ESL) course, students develop skills, knowledge and understanding of the ways ideas and processes are represented in texts.
- In the HSC English (ESL) course, students reinforce and extend their language skills, and develop and apply skills in synthesis. The course requires study of at least three different types of text, drawn from: prose fiction; drama; poetry; non-fiction; film or media or multimedia.

Main Topics Covered

Preliminary Course – The course has two sections:

- Language Study within Areas of Study, which is undertaken through units of work called an Area of Study. Students acquire and develop their specific English language skills, knowledge and understanding through exploration of an idea or process represented in texts. The Area of Study comprises 60% of the content.
- Electives where students develop and use their English language skills in their examination and analysis of particular aspects of shaping meaning. The Electives comprise 40% of the content.

HSC Course – The course has two sections:

- Language Study within an Area of Study, where students reinforce and extend their language skills and apply skills in synthesis. This section consists of one prescribed Area of Study. The Area of Study comprises 50% of the content.
- Modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The Modules comprise 50% of the content.

Particular Course Requirements

In the **Preliminary English (ESL) course** students are required to:

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

In the **HSC English (ESL) course** students are required to study:

- at least three types of text drawn from: prose fiction; drama; poetry; non-fiction; film **or** media **or** multimedia texts
- a wide range of additional related texts and textual forms

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
An examination consisting of two written papers and a listening paper Paper 1 (1 ½ hours) Area of Study (Common course content)	45	Language Study Within an Area of Study	50
		Module A Module B	25 25
Paper 2 (1 hour) Module A Module B	40	Assessment across the language modes: Listening Speaking Reading Writing Viewing and representing	100
Listening Paper (½ hr)	15		20 20 20 25 15
	100		100

General Mathematics

2 units for each of Preliminary and HSC
Board Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in Stage 5.1 course for the School Certificate.

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

Course Description

General Mathematics focuses on mathematical skills and techniques, which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Course

- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

HSC Course

- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

External Assessment	Weighting	Internal Assessment	Weighting
<p>A single HSC examination of two and one half hours duration.</p> <p>No more than 30% of the examination will be based on the Preliminary course. Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance.</p> <p>Calculators, including graphics calculators, which meet Board requirements (as advised through the Official Notices section of the <i>Board Bulletin</i>) may be used.</p> <p>Geometrical instruments and approved geometrical templates may be used.</p>	100	<p>A variety of assessment tasks across all of the content of the course.</p> <p>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course.</p>	100
	100		100

Mathematics (2 unit)			
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the Stage 5.2 course for the School Certificate.</p> <p>Exclusions: General Mathematics</p>			
<p>Course Description</p> <p>The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics, an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.</p>			
<p>Main Topics Covered</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Preliminary Course</p> <ul style="list-style-type: none"> • 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 </td> <td style="width: 50%; vertical-align: top;"> <p>HSC Course</p> <ul style="list-style-type: none"> • 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 </td> </tr> </table>		<p>Preliminary Course</p> <ul style="list-style-type: none"> • 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 	<p>HSC Course</p> <ul style="list-style-type: none"> • 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
<p>Preliminary Course</p> <ul style="list-style-type: none"> • 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 	<p>HSC Course</p> <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Trigonometric functions • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Series and series applications 		
External Assessment	Internal Assessment		
<p>A single written examination paper of three hours duration, consisting of ten questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.</p> <p>Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.</p>		

Mathematics Extension 1

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

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the Stage 5.3 course for the School Certificate.

Exclusions: General Mathematics

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and 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

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

HSC Course

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

External Assessment

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

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

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

Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.

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

Mathematics Extension 2

<p>1 unit for the HSC Board Developed Course The course is designed for students, with a special interest in Mathematics, who have shown that they possess special aptitude for the subject. Exclusions: General Mathematics</p>	
<p>Course Description The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> • Graphs • Complex Numbers • Conics • Integration • Volumes • Mechanics • Polynomials • Harder Mathematics Extension 1 Topics 	
External Assessment	Internal Assessment
<p>Two written examination papers. One paper is the Mathematics Extension 1 course paper and is of two hours duration. The other paper, of three hours duration, is based on the Mathematics Extension 2 course and consists of eight (8) questions of equal value.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.</p>

Ancient History

2 units for each of Preliminary and HSC Board Developed Course				Exclusions: Nil			
Course Descriptions							
<p>The Preliminary Course is structured for students to investigate:</p> <ul style="list-style-type: none"> • people, groups, events, institutions, societies and historical sites from the ancient world • archaeological and written evidence and the methods used by historians and archaeologists. <p>In the HSC course, students use archaeological and written evidence to investigate:</p> <ul style="list-style-type: none"> • a core study of the ancient cities of Pompeii and Herculaneum • a personality from the ancient world • a historical period • an ancient society 							
Main Topics Covered							
Preliminary Course							
<ul style="list-style-type: none"> • Part I: Introduction (a) Investigating the Past: History, Archaeology and Science (b) Case Studies • Part II: Ancient Societies • Part III: Historical Investigation 							
HSC Course							
<ul style="list-style-type: none"> • Part I: Core Study of the ancient sites of Herculaneum and Pompeii (25% of course time and assessment) • Part II: Ancient Societies; the investigation of one Ancient Society to be studied from the Ancient Societies options offered in the syllabus (25% of course time and assessment) • Part III: Personalities in Their Times; one personality to be studied from the Personality options offered in the syllabus (25% of course time and assessment) • Part IV: Historical Periods; one Historical Period to be studied from the Historical Periods options offered in the syllabus (25% of course time and assessment) <p>Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome.</p>							
Assessment: HSC course only							
External Assessment		Weighting		Internal Assessment		Weighting	
A three hour written examination in four parts, including short answer extended response questions and essay questions.				The four parts of the course are assessed through a range of tasks, including:			
<ul style="list-style-type: none"> • Core Study • Ancient Society • Personality • Historical Period 		25		<ul style="list-style-type: none"> • Source Analysis • Research • Oral • Examination 		25	
		25				10	
		25				40	
		25					
		100				100	

Modern History

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th century through three major studies.

Main Topics Covered

Preliminary Course

- **Part I:** Case Studies Two case studies, one from List A and one from List B
- **Part II:** Historical Investigation
- **Part III:** Core Study: The World at the beginning of the 20th Century

HSC Course

- **Part I:** Core Study: World War I 1914-1919 (25%)
- **Part II:** National Study (25%)
- **Part III:** Personality in the Twentieth Century (25%)
- **Part IV:** International Study in Peace and Conflict (25%)

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in three parts, including short answer and extended response questions		Core, national and international studies are assessed through a range of tasks and should include:	
<ul style="list-style-type: none"> • Core Study • National Study • Personality • International Study 	25 25 25 25	<ul style="list-style-type: none"> • Oral • Research • Source analysis • Examination/test items 	15 25 20 40
	100		100

HSC History Extension

1 unit HSC

Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

- **Part I: What is History?** (60% of course time)

Key questions:

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

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

- **Part II: History Project** (40% of course time)

An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination comprised of TWO questions, both compulsory.		Mid-year exam	10
Question 1: one compulsory essay question based on an unseen passage as stimulus.	25	History Project made up of: Proposal Essay Bibliography Process Log	40
Question 2: one compulsory essay question which requires students to analyse a historiographical issue with specific reference to their case study.	25		
	50		50

Agriculture

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The Farm/Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

Main Topics Covered

Preliminary Course

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

HSC Course

Core Topics (70%)

- Plant/Animal Production (45%)
- Farm/Product Study (25%)

Optional components (30%)

- **Choose 2 Electives (15% each)**

- 1 Agribusiness
- 2 Animal management
- 3 Horticulture
- 4 Innovation and Diversification
- 5 Plant management
- 6 Sustainable Land and Resource Management

or

Research Project (30%)

Components include both a project report and process journal

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to the Board of Studies.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Paper1 A written examination	70	Farm/Product Study	25
		Plant/Animal Production	45
Paper 2 A written examination on electives OR Submission of research project	30	2 Electives OR Research Project	30
	100		100

Biology

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

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

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and 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 use to maintain a constant internal environment and the way in which the inheritance of characteristics are transmitted from generation to generation. The options cover a wide variety of interest topics and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Main Topics Covered

Preliminary Course

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

HSC Course

Core Topics

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

One Option from the following:

- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

Particular Course Requirements:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Business Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.

Assessment: HSC course only

External Assessment	Weighting	Component	Weighting
A three hour written examination, including multiple-choice, short answer and extended response questions	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of business information, ideas and issues in appropriate forms	20
	100		100

Chemistry

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

Chemistry is the study of the physical and chemical properties of 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.

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

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

Main Topics Covered

Preliminary Course

- The Chemical Earth
- Metals
- Water
- Energy

HSC Course

Core Topics

- The Identification and Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following:

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

Particular Course Requirements

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 3 hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Design and Technology

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.

Particular Course Requirements:

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
<p>Section I: The examination consists of: Written Paper. Part A – Multiple Choice Part B – ONE compulsory question made up of a number of short structured response parts Part C – extended response questions (choose one out of three) Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.</p>	40	<p>Innovation and Emerging Technologies, including a compulsory case study of an innovation</p> <p>Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally)</p>	40
<p>Section II: Major Design Project This will include submission of: (i) a folio documenting the project proposal and project management, project development and realisation and project evaluation. (ii) a product system or environment.</p>	60		60
	100		100

Drama

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

In the Preliminary and HSC courses, students study the dramatic practices of Making, Performing and Critically Studying. Students learn to engage in a collaborative process in which they explore, shape and symbolically represent ideas, imagination, feelings, attitudes and beliefs.

Students learn how to develop an understanding of the nature of drama and theatre and acquire the skills to perform drama and theatre of their own work and to work with the scripted material of others.

In the study of theoretical components, students engage in practical workshop activities and performances to assist in their understanding and analysis of the material.

Main Topics Covered

Preliminary Course

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

HSC Course

Australian Drama and Theatre
Approaches to Acting
Group Performance
Individual Project

Particular Course Requirements

- Group Performance
Students collaborate with a group to devise and perform in a piece of original theatre.
- Individual Project
Students initiate and present a project in an area of interest from the following:
 - Performance
 - Costume Design
 - Set Design
 - Promotion and Program Design
 - Lighting Design
 - Scriptwriting
 - Video Drama
 - Portfolio of Theatre Criticism
 - Director's Folio
 - Applied Research

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Group Performance	30	Australian Drama and Theatre	30
Individual Project	30	Approaches to Acting	30
A 1½ hour written Examination comprising two compulsory sections:		Group Performance	20
• Australian Drama and Theatre	20	Individual Project	20
• Approaches to Acting	20		
	100		100

Earth and Environmental Science

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description:

Earth and Environmental Science is the study of the planet Earth, its processes and its environment.

The Preliminary course develops a knowledge of the physical and chemical features of the environment, the available resources and human impact on Australian environments and the interplay between the internal and external forces that constantly shape the Earth. It increases students' understanding of these concepts by focusing on the unique nature of the Australian continent, its geology and environments and, in particular, the local environment and the effect of human impact on it.

The HSC course builds upon the Preliminary course. It examines the geological, physical and chemical evidence related to the evolution of Australia over time, current pressures and the effects on the Australian environment, and the indicators of environmental ill-health. The options cover a wide variety of interest areas and draw on increased information and understanding provided by improved technology to examine areas of current research.

Main Topics Covered:

Preliminary Course

- Planet Earth and Environment – a five thousand million year journey
- The Local Environment
- Water Issues
- Dynamic Earth

HSC Course

Core Topics

- Tectonic impacts
- Environments through time
- Caring for the country

One Option from the following:

- Organic Geology – a non-renewable resource
- Mining and the Australian environment
- Introduced Species and the Australian environment
- Oceanography

Particular Course Requirements:

The Preliminary course includes field experience in the identification of landforms, rocks and soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

External Assessment	Weighting	<i>Internal Assessment</i>	<i>Weighting</i>
A 3 hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Economics

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination, including multiple-choice, short answer and extended response questions	100	Knowledge and understanding of course content Stimulus-based skills Inquiry and research Communication of business information, ideas and issues in appropriate forms	40 20 20 20
	100		100

Engineering Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession.

Students study engineering by investigating a range of applications and fields of engineering.

Main Topics Covered

Preliminary Course

Students undertake the study and develop an engineering report for each of 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: household appliances; landscape products; and braking systems
- one focus module relating to the field of Bio-Engineering
- one school-based elective module.

HSC Course

Students undertake the study and develop an engineering report for each of 5 modules:

- three application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport; lifting devices
- two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course Requirements

Students develop an engineering report for each module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination: Section I – Multiple-choice – Application Modules	10	Tasks relating to module content exclusive of the Engineering reports	65
Section II – Short structured responses – Historical and societal Influence – Scope of the Profession, –Application and Focus Modules	70	Engineering reports	35
Section III –short structured responses –all modules –Engineering reports	20		
	100		100

French Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites: School Certificate French or equivalent knowledge is assumed.

Exclusions: French Beginners

Course Description

The Preliminary and Continuers Courses enable a student to describe and reflect (both orally and in written form) upon aspects of their everyday lives and their hopes and aspirations. A wide variety of resources is employed to expose students to nuances of cultural diversity and they learn how to function in French-speaking communities in a way that is both linguistically accurate and culturally sensitive. The course is divided up into various themes which are explored in order of linguistic and conceptual difficulty over the two year course and assessment tasks are designed to replicate the various components of the HSC examination, allowing examination techniques to be acquired and honed.

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 written material
- writing for a variety of purposes
- studying French culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding	20 25 40
A three hour written examination: Listening and responding Reading and responding	25	Writing in French	15
– Part A	25		
– Part B	15		
Writing in French	15		
	100		100

HSC French Extension

1 unit for HSC

Board Developed Course

Prerequisites: The French Continuers preliminary course is a prerequisite.

Co-requisites: The French Continuers HSC course is a co-requisite.

Exclusions: Nil

Course Description

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, 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.

Theme:

- the individual and contemporary society.

Prescribed Issues:

- the outsider versus social order
- the power of attachment
- our relationship with the environment.

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.

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Oral examination: Monologue	10	Speaking skills Analysis of written text Response to prescribed text	10 10 10
A two hour written examination: Response to prescribed text	15	Response to aural text Writing skills	10 10
– Part A	10		
– Part B	15		
Writing in French			
	50		50

Geography

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues. Students will also use Geographic Information Systems to analyse and understand spatial patterns and relationships.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study. Students will also use Geographic Information Systems to analyse and understand spatial patterns and relationships.

Main Topics Covered

Preliminary Course

Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management

Global Challenges (45%) – geographical study of issues at a global scale.

Senior Geography Project (10%) – a geographical study of student's own choosing

HSC Course

Ecosystems at Risk (33.3%) – the functioning of ecosystems, their management and protection

Urban Places (33.3%) – study of cities and urban dynamics

People and Economic Activity (33.3%) – geographic study of economic activity at a local and global context.

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

Particular Course Requirements

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination		Fieldwork	10
		Geographical research	20
Multiple-choice	15	Interpretation and synthesis of	30
Short answers	25	geographical stimulus	
Extended responses	60	Geographical writing	40
	100		100

German Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites: School Certificate German or equivalent knowledge is assumed.

Exclusions: German Beginners.

Course Description

The Preliminary and Continuers Courses enable a student to describe and reflect (both orally and in written form) upon aspects of their everyday lives and their hopes and aspirations. A wide variety of resources is employed to expose students to nuances of cultural diversity and they learn how to function in German-speaking communities in a way that is both linguistically accurate and culturally sensitive. The course is divided up into various themes which are explored in order of linguistic and conceptual difficulty over the two year course and assessment tasks are designed to replicate the various components of the HSC examination, allowing examination techniques to be acquired and honed.

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 written material
- writing for a variety of purposes
- studying German culture through texts.

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A ten minute oral examination: Conversation	20	Speaking Listening and responding Reading and responding Writing in German	20 25 40 15
A three hour written examination: Listening and responding Reading and responding – Part A – Part B Writing in German	25 25 15 15		
	100		100

HSC German Extension

1 unit for HSC

Board Developed Course

Prerequisites: The German Continuers preliminary course is a prerequisite.

Co-requisites: The German Continuers HSC course is a co-requisite.

Exclusions: Nil

Course Description

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.

Theme:

- the individual and contemporary society.

Prescribed Issues:

- coping with change
- tolerance of difference
- pressure in today's society.

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.

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Oral examination: Monologue	10	Speaking skills Analysis of written text Response to aural text	10 20 10
A two hour written examination: Response to prescribed text	15	Writing skills	10
– Part A	10		
– Part B	15		
Writing in German			
	50		50

Industrial Technology

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description

Industrial Technology Stage 6 consists of project work and an Industry Study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Areas include Automotive Industries; Building and Construction Industries; Electronics Industries; Graphics Industries; Metals and Engineering Industries; Multimedia Industries; Plastics Industries; Timber Products and Furniture Industries.

The King's School offers: *Metals and Engineering Industries; Timber Products and Furniture Industries.*

Preliminary Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry-specific Content and Production

HSC Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry Specific Content and Production

Particular Course Requirements

In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written examination	40	Industry Study	20
Section 1		Designing, planning and management	20
<ul style="list-style-type: none"> • 3 questions • Industry Study, Design and Management, Workplace Communication 		Workplace communication	10
Section 2		Industry specific content	50
<ul style="list-style-type: none"> • 2 questions • questions specific to the industry focus area 			
Major Project and related management folio	60		
	100		100

Information Processes and Technology

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

Introduction to Information Skills and Systems (20%)

- Information systems in context
- Information processes
- The nature of data and information
- Reasons for digital data representation
- Social and ethical issues

Tools for Information Processes (50%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying
- Integration of processes

Developing Information Systems (30%)

- Traditional stages in developing a system
- Complexity of systems
- Roles of people involved in systems development
- Social and ethical issues

Project Management (20%)

- Techniques for managing a project
- Understanding the problem
- Planning
- Designing solutions
- Implementing
- Testing, evaluating and maintaining

Information Systems and Databases (20%)

- Information systems
- Database information systems
- Organisation
- Storage and retrieval
- Other information processes
- Issues related to information systems

Communication Systems (20%)

- Characteristics of communication systems
- Examples of communication systems
- Transmitting and receiving in communication systems
- Other information processes in communication systems
- Managing communication systems
- Issues related to communication systems

Option Strands (40%)

Students will select TWO of the following options:

- Transaction Processing Systems
- Decision Support Systems
- Automated Manufacturing Systems
- Multimedia Systems

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100%	Project(s) Information Systems and databases Communication Systems Option Strand (two of the following) – Transaction Processing Systems – Decision Support Systems – Automated Manufacturing Systems – Multimedia Systems	20% 20% 20% 40%

Latin Continuers

2 units for each of Preliminary and HSC, with the option of a 1 unit Extension course for the HSC Board Developed Course

Prerequisites: School Certificate Latin or equivalent knowledge is assumed.

Exclusions: Nil

Course Description

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.

Preliminary Course

Study of a range of extracts of texts in the original Latin. Students develop skills of translation and literary analysis.

HSC Course

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.

Students study:

- literary features
- context
- historical, religious and cultural references
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts

Students develop skills of translation of unseen texts.

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Translation of prescribed texts	25
Translation and grammatical identification of and critical comment on prose text	40	Grammatical analysis	15
Translation and grammatical identification of and critical comment on verse text	40	Commentary on prescribed texts	25
Translation of unseen text	20	Commentary on prescribed text in translation	10
	20	Translation of unseen text	25
	100		100

HSC Latin Extension

1 unit for HSC

Board Developed Course

Prerequisites: The Latin Continuers preliminary course is a prerequisite.

Co-requisites: The Latin Continuers HSC course is a co-requisite.

Exclusions: Nil

Course Description

The Extension course extends students' knowledge and understanding of Latin literature and language. It develops students' ability to analyse and respond critically to Latin texts.

Prescribed text

Students study extracts of texts in the original Latin and for some texts, the work as a whole in translation.

Non-prescribed text

Translation of texts into English and translation of English text into Latin.

Students' knowledge and understanding are developed through analysis of:

- literary features
- context
- ideas, beliefs, arguments and practices
- language and linguistic features of these texts.

Particular Course Requirements: Nil

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination:		Comprehension of prescribed text	20
Prescribed text	15	Analysis of prescribed text	20
– translation	20	Analysis, translation, and	10
– analysis	15	comprehension of non-prescribed text	
Translation or prose composition			
	50		50

Legal Studies

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Preliminary Course

- The Legal System (40% of course time)
- The Individual and the State (20% of course time)
- The Law in Focus (40% of course time)

Applications of this part as the dynamic context for the study of Parts I and II in the following common areas:

- Status under the law
- Mechanisms for achieving justice
- Responsiveness of the legal system.

HSC Course

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

Students will study two focus studies chosen from:

- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Technological change
- Workplace
- World order

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

Particular Course Requirements: No special requirements

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Examination/Class Tests	50
Core	25	Research	40
Crime	25	Oral	10
Focus Studies	50		
	100		100

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

Main Topics Covered

Students study three topics in each year of the course. Topics are chosen from a list of 21 which 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 and/or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece)	10	Core Performance	10
Written examination – Aural Skills (45-60 minutes)	30	Core Composition	10
Electives:		Core Musicology	10
Three electives from any combination of:		Core Aural	25
Performance (one piece)		Elective 1	15
Composition (one submitted composition)		Elective 2	15
Musicology (one <i>viva voce</i>)		Elective 3	15
• Elective 1	20		
• Elective 2	20		
• Elective 3	20		
	100		100

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

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

Main Topics Covered

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

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

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

Particular Course Requirements

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

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A 1½ hour written examination paper – Musicology/aural skills	35	Aural	20
One Elective representing the Additional Topic Performance (2 pieces) or One Submitted composition or One Submitted essay	30	One elective from Performance or Composition or Musicology	20
	100		100

HSC Music Extension

1 unit/60 hour course

Board Developed Course

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

Exclusions: Music 1

Course Description

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

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

Particular Course Requirements

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
The examination in Music Extension consists of an externally marked performance or submitted work in one of the three electives:			
Performance (50) Three contrasting pieces, one of which must be an ensemble		Performance (50) Two assessment tasks	
Ensemble	20	Task 1	25
Solo 1	15	Task 2	25
Solo 2	15		
OR		OR	
Composition (50) Two original compositions		Composition (50) Two assessment tasks	
Piece 1	25	Task 1	25
Piece 2	25	Task 2	25
OR		OR	
Musicology (50) One extended essay	50	Musicology (50) Two assessment tasks	
		Task 1	25
		Task 2	25
	100		100

Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Nil

Course Description

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

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

Preliminary Course

Core Topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Optional Component (40%)

Students will select **two** options (each option is worth 20%), from:

First Aid	Composition and Performance
Fitness Choices	Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students will select **two** options from:

The Health of Young People	Sport and Physical Activity in Australian Society
Sports Medicine	Improving Performance
Equity and Health	

Particular Course Requirements

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses. In Year 11 boys sit their Basic Resuscitation Certificate as part of the preliminary Option, First Aid. In the other Preliminary Option, Fitness Choices, boys experience a range of exercise options and evaluate the ability of each to meet individual fitness needs. In Year 12, boys visit the AIS in Canberra as part of their study for the HSC Option, Improving Performance. Students will experience and analyse a variety of training methods and participate in lectures by AIS consultants.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper		Core	60
Part A – multiple choice	20	Options	40
Part B – short answer and extended response related to core	40		
Part C – short answer and extended response related to two options	40		
	100		100

Physics

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

Physics investigates natural phenomena and identifies patterns and applies in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

Core Topics

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

Particular Course Requirements

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination			
Core	75	Core	75
Options	25	Options	25
	100		100

Primary Industries

Course: Primary Industries (240 indicative hours)

4 Preliminary and/or HSC units in total
Board Developed Course

Course Description

This course provides students with general skills and knowledge as part of their preparation for entry-level employment in a primary industries environment.

It is based on units of competency which have been developed for primary industries to describe the competencies, skills and knowledge needed by workers in these industries.

Main Topics Covered

In addition to the units of competency included in the Primary Industries (120 hours) course that concentrate on developing a range of skills required to work effectively and safely in a modern primary industry environment (occupational health and safety, positive environmental work practices, basic first aid and verbal and non-verbal communication), students may select units of competency leading to a general Conservation and Land Management, Rural Operations, Agriculture, Horticulture or Production Horticulture qualification; or they may specialise by selecting units to achieve an Agriculture qualification specialising in Beef Production, Goat Production, Pig Production, Sheep and Wool Production or Grain Production.

Particular Course Requirements

Students must complete a minimum of 70 hours work placement.

Assessment

Competency-based Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

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

External Assessment (optional HSC examination)

The Higher School Certificate examination for Primary Industries (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and *HSC Requirements and Advice* detailed in the syllabus.

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

Qualifications

Depending on the units selected:

- Students who are assessed as competent in all of the units of competency in Primary Industries (240 indicative hours) will be eligible for Certificate II in Conservation and Land Management or Agriculture or Horticulture or Rural Operations or Production Horticulture or Agriculture specialising in Beef Production, Goat Production, Pig Production, Sheep and Wool Production or Grain Production.
- Students who are assessed as competent in some units of competency will be eligible for a Statement

of Attainment showing partial completion of the Certificate.

Senior Science

2 units for each of Preliminary and HSC Board Developed Course

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

Course Description

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

The **HSC course** examines the range and importance of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies and information systems.

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

Main Topics Covered

Preliminary Course

- Water for Living
- Plants
- Humans at Work
- The Local Environment

HSC Course

Core Topics

- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

One option from the following:

- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

Particular Course Requirements

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination			
Core	75	Core	75
Option	25	Option	25
	100		100

Studies of Religion II (2 Unit)

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Studies of Religion I

Course Description

Studies of Religion II 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.

Preliminary Course

- Two Foundation Studies:
 - The nature of religion
 - The influence of religion in Australian society 1788–1900.
- Three Depth Studies selected from:
Buddhism, Christianity, Hinduism, Islam, Judaism.

HSC Course

- Three Foundation Studies
 - Aboriginal belief systems and spirituality
 - The influence of religion in Australian society from 1901 to the present
 - Religion and media, and belief systems other than religious, in Australia.
- Cross Religion Studies, students study three selected from:
 - Religious Rites
 - Religion and Ethics
 - Sacred Writings and Stories
 - Ways of Holiness
 - Teachers and Interpreters
 - Religion and Women.
- One Interest Study selected from:
 - Religious Biography
 - Religion and Architecture
 - Religion and Visual Arts
 - Religion and Literature
 - Religion and Music
 - Religion and Ecology
 - Confucianism
 - Shinto
 - Sikhism
 - Taoism
 - Melanesian or Polynesian Religious tradition
 - an interest study reflecting the ethos of the school and its community.

Particular Course Requirements Completion of an Interest Study Project.

Assessment: HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
A three-hour written examination: Section I Foundation Studies Section II Cross Religion Studies	40 60	Section I Foundation Studies Section II Cross Religion Studies Interest Study Project	40 50 10
	100		100

Visual Arts

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

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

Course Description

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

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

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course: the content of practice, conceptual framework, frames

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

HSC Course: the content of practice, conceptual framework, frames

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

Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A 1½ hour written examination paper	50	Development of the body of work Art criticism and art history	50
Submission of a body of work	50		50
	100		100