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</table>
GENERAL INFORMATION
This is your introduction to the Higher School Certificate at Cape Byron Rudolf Steiner School and the options available. More information may be found on the websites of the NSW Board of Studies (www.boardofstudies.nsw.edu.au) and the University Admissions Centre (www.uac.edu.au). The following publications on these sites might be useful:

- Board of Studies: *Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students* contains useful information for you and can be found at the following url: www.boardofstudies.nsw.edu.au/parents/#teenage_hsc


THE HIGHER SCHOOL CERTIFICATE

- The Higher School Certificate recognises 13 years of schooling and is the highest educational award you can gain in NSW schools. The HSC offers a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
  - Extension courses (including undergraduate university courses) enable students to undertake more in-depth study in areas of special interest.
  - Vocational Education and Training courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The HSC can include courses for students with special education needs (life skills courses).
- The HSC assesses the knowledge and skills developed by each student in each course they study.
- If you meet the minimum standard expected in a course, you will receive a mark of 50. If you have a higher standard of performance, you will receive a higher mark.
- For each course, you will receive easy-to-understand reports, which provide clear indications of what you have demonstrated you know, understand and can do in each course.
- The Board of Studies has developed extension courses in English, Mathematics, History, Music and Languages. Further information can be obtained from the Principal, Deputy Principal or High School Coordinator or teacher.

WHAT ARE UNITS?
All courses offered for the Higher School Certificate have a unit value. A unit is one semester of study of 60 hours. Courses may be 1 unit or 2 units. Most are 2 units. In the HSC each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks.

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

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

2-UNIT COURSES
The basic structure for all courses, assessed out of 100 marks.

EXTENSION COURSES
Courses to build on the content of the related 2-unit course and carry an additional value of 1 unit. These courses are more challenging than the 2-unit course. Extension courses are available in English, Mathematics, History, Music, some Languages and VET. English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). An Extension 2 course is more challenging than the Extension 1 course. HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.
UNIT COURSES
Courses to give students flexibility to study part of a 2-unit course of interest. The course is approximately 2 hours of class time each week (60 hours per year). Computer Applications, Photography, Video and Digital Imaging are 1-unit courses offered at CBRSS. Visual Design is a course that may be offered if there is sufficient interest. These courses do not count toward eligibility for an ATAR.

TYPES OF COURSES
There are different types of courses: Board-developed; VET Framework; Board-endorsed (Content-endorsed and School-developed). At Cape Byron Rudolf Steiner School, the majority of courses offered are Board-developed. These courses count towards the calculation of an Australian Tertiary Admissions Rank (ATAR). Students not wishing to be eligible for an ATAR should consult the Principal or Deputy Principal.

BOARD DEVELOPED COURSES
These courses are developed by the Board of Studies. There is a syllabus for each course which contains:
- the course aim, objectives, structure, outcomes and content
- specific course requirements
- post school opportunities
- assessment and reporting requirements.

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

For these courses additional support documentation is developed by the Board of Studies including:
- syllabus introduction
- support document
- resource list
- course specification
- performance bands
- past HSC Examinations.

VET FRAMEWORK COURSES
Vocational Education and Training (VET) Courses allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation. VET AQF qualifications are recognised by industry and employers throughout Australia. These courses require you to spend at least 70 hours in the workplace. You receive documents that report the competencies you have achieved and an AQF Certificate or Statement of Attainment. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

Each framework is made up of combinations of units of competency. These units of competency are the same as those contained in national Training Packages. Each industry framework identifies the units of competency that make up 120 and 240 hour courses for the HSC in that industry and any extension or other courses that are available.

Students who undertake the optional written HSC examination in one of the 240-hour VET courses may have the result for one VET course included in the calculation of their ATAR.
BOARD ENDORSED COURSES
There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses.

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

There is no external examination for Content Endorsed Course or School Designed Course. Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement, but do not count towards calculation of the ATAR. Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

EXTERNAL COURSES
Courses that are not offered at Cape Byron Rudolf Steiner School or become unavailable due to timetable line clashes may still be able to be studied through an external provider. The school provides the support and facilities that are required for successful completion of external courses.

There are a number of external provider options available and a large variety of courses that can be completed. More details are available from the Deputy Principal.

HSC COURSE NOTES
- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- There is only one History Extension Course. It can be studied in conjunction with the Ancient History Course and/or the Modern History Course.
- You may not include any more than 6 units of the following Science courses: Earth and Environmental Sciences, Biology, Chemistry, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units. The course Senior Science may not be taken as a Preliminary course with any other Science courses.
- You must study English Advanced if you wish to study English Extension 1.
- You must study English Extension 1 if you wish to study English Extension 2.
- You must study Mathematics if you wish to study Mathematics Extension 1.
- You must study Music 2 if you wish to study Music Extension.

Additional information about courses and the HSC is available on the Board of Studies’ Website: http://www.boardofstudies.nsw.edu.au

REQUIREMENTS FOR THE AWARD OF THE HSC
To be awarded the HSC:
- you must have satisfactorily completed courses that meet the pattern of study required by the Board of Studies (BOS) for the award of the Higher School Certificate. This includes the completion of the practical, oral, work placement or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate Examinations.
- you must study a minimum of 12 units to satisfy the BOS Preliminary requirements and a minimum of 10 units to satisfy the BOS HSC requirements. Both the Preliminary pattern of study and the HSC pattern of study must include:
• at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
• at least three courses of 2 units value or greater
• at least four subjects
• no more than 6 units of science courses (Physics, Chemistry, Biology, Earth and Environmental Science, General Science).
• The Board of Studies publication, Studying for the NSW Higher School Certificate – An Information Booklet for Year 10 Students 2010 contains all the HSC rules and requirements you will need to know.

ASSESSMENT AND REPORTING
• The HSC documents (testamur, record of achievement, course reports) will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
• Teachers have a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
• The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
• The HSC reports will provide a description of your achievements in each course.
• School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. School-based assessment marks are moderated by the Board of Studies. The other 50% of your HSC mark will come from the HSC Examination. All school-based assessment tasks are administered by the school in accordance with the school’s “Assessment Procedures and Guidelines” policy.
• Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There are five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 (Band 6) corresponds to the highest level of achievement.
• On satisfactory completion of your HSC you will receive a portfolio containing:
  • The HSC Testamur - The official certificate confirming your achievement of all requirements for the award.
  • The Record of Achievement - This document lists the courses you have studied and reports the marks and bands you have achieved.
  • Course Reports - For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

THE ATAR, SCALING AND CHOOSING YOUR SUBJECTS
The Australian Tertiary Admissions Rank (ATAR) provides a measure of 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. The booklet, University Entry Requirements 2014, Year 10 Booklet, published by UAC contains important information about entry to university courses, course prerequisites and assumed knowledge, and other information to assist your choice of courses for study in Years 11 and 12 in preparation for university entry.

To be eligible for an ATAR, a student must satisfactorily complete at least 10 HSC course units (including at least 2 units of English) of Board-developed courses including no more than one VET Framework. The ATAR, reported to students by UAC and separate to the HSC documentation, is reported as a number between 30 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 most important about HSC marks is the information they convey about a student’s position in relation to other students; their rank order of achievement in the course.

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 or 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 based only on the HSC marks of the students in that year group. This means that an individual subject’s scaling parameters will 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 not 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”

In the following tables, we present a summary of the effects of scaling within a common pattern of study. We show you what happens to HSC marks when they are scaled to become the marks that UAC uses to generate the ATAR.¹ We also show you how achievement at different levels in different subjects can affect your ATAR.

Consider the following examples.

<table>
<thead>
<tr>
<th>Course</th>
<th>Sample Student 1: UAI 97.45</th>
<th>Sample Student 2: UAI 93.05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HSC Mark</td>
<td>UAC Mark</td>
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<tr>
<td>Advanced English</td>
<td>90</td>
<td>92</td>
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<tr>
<td>Mathematics</td>
<td>90</td>
<td>81</td>
</tr>
<tr>
<td>Chemistry</td>
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<td>91</td>
</tr>
<tr>
<td>Modern History</td>
<td>90</td>
<td>83</td>
</tr>
<tr>
<td>Business Studies</td>
<td>90</td>
<td>78</td>
</tr>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Sample Student 3: UAI 86.00</th>
<th>Sample Student 4: UAI 75.40</th>
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<tr>
<td>Mathematics</td>
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<td>Modern History</td>
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<td>65</td>
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<tr>
<td>Business Studies</td>
<td>80</td>
<td>61</td>
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</table>

¹ The tables, in fact, refer to UAI, not ATAR. For this purpose using UAI does not make a difference. 2009 was the first year in which ATARs were calculated.
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 that “scale up” and no automatic discount from subject that “scale down”. A more precise way of making choices involves **how well you perform in the subject 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 UAI. Strong performance in a challenging subject is rewarded in the scaling process.
- Students who score around the state average mark in subjects – the mid 70s for most subjects – can expect to score a UAI which is around the state average – mid 60s.

The following tables demonstrate examples of student achievement across different subjects.

<table>
<thead>
<tr>
<th>UAI</th>
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<tr>
<td>65.00</td>
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<td></td>
<td>English Standard</td>
<td>75</td>
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<td></td>
<td>Food Technology</td>
<td>84</td>
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<tr>
<td></td>
<td>General Mathematics</td>
<td>74</td>
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<td></td>
<td>PDHPE</td>
<td>73</td>
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<td></td>
<td>Studies of Religion I</td>
<td>36</td>
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<tr>
<th>UAI</th>
<th>Course</th>
<th>HSC mark</th>
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<tbody>
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<td>75.00</td>
<td>English Standard</td>
<td>75</td>
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<tr>
<td></td>
<td>General Mathematics</td>
<td>83</td>
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<tr>
<td></td>
<td>Hospitality Exam</td>
<td>84</td>
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<td></td>
<td>Modern History</td>
<td>76</td>
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<td>Society and Culture</td>
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<thead>
<tr>
<th>UAI</th>
<th>Course</th>
<th>HSC mark</th>
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<tr>
<td>85.00</td>
<td>Biology</td>
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<tr>
<td></td>
<td>Chemistry</td>
<td>81</td>
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<td></td>
<td>English Advanced</td>
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<td></td>
<td>Mathematics</td>
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<td>Mathematics Extension I</td>
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<thead>
<tr>
<th>UAI</th>
<th>Course</th>
<th>HSC mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.00</td>
<td>English Standard</td>
<td>77</td>
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<tr>
<td></td>
<td>Community &amp; Family Studies</td>
<td>88</td>
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<tr>
<td></td>
<td>Society and Culture</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Studies of Religion II</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>92</td>
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</table>
### DISTRIBUTION OF ATARs (UAIs)

The distribution of UAIs across NSW has been consistent over a number of years. The following table shows that 17% of the UAI eligible students received a UAI of 90 or above. The median UAI is approximately 68.00.

<table>
<thead>
<tr>
<th>UAI</th>
<th>Course</th>
<th>HSC mark</th>
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</thead>
<tbody>
<tr>
<td>99.65</td>
<td>Economics</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>English Advanced</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>English Extension 1</td>
<td>47</td>
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<tr>
<td></td>
<td>Legal Studies</td>
<td>94</td>
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<tr>
<td></td>
<td>Mathematics</td>
<td>97</td>
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<tr>
<td></td>
<td>Modern History</td>
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<table>
<thead>
<tr>
<th>UAI</th>
<th>Course</th>
<th>HSC mark</th>
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</thead>
<tbody>
<tr>
<td>96.90</td>
<td>Chemistry</td>
<td>87</td>
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<tr>
<td></td>
<td>English Advanced</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>English Extension 1</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Mathematics Extension 1</td>
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<td></td>
<td>Mathematics Extension 2</td>
<td>83</td>
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<td></td>
<td>Physics</td>
<td>88</td>
</tr>
</tbody>
</table>

There were very few courses where no student gained a UAI higher than 95.00. In the vast majority of courses at least one student gained a UAI of 99 or above. The preliminary 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](http://www.uac.edu.au).

### UAI AND NUMBER OF UNITS COMPLETED

Another frequently asked question is whether students who study more units gain a higher UAI. This is a common question but difficult to answer. While students who study more than 10 units tend to gain higher ATARs, determining causality is difficult. The relationship between number of units studied and ATAR might result from personal attributes including interest, motivation, effort and time management. It cannot be assumed that simply by studying more units the ATAR will be increased!

### FINAL ADVICE

Students and parents should be practical and realistic in considering the suitability of a course. The primary considerations for selecting a course should be that the student:

- *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.

### COURSE DESCRIPTIONS

The following pages provide descriptions of Preliminary and HSC courses. More course descriptions are available on the website of the NSW Board of Studies.

Should you be interested in a course that we have not listed in this information package please contact the Principal, Deputy Principal or High School Coordinator.
BOARD-DEVELOPED COURSES FOR THE HSC

English Standard

Course No: 15130

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

Course Description
In the Preliminary English (Standard) course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts.

In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms.

Main Topics Covered

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

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

Particular Course Requirements
In the Preliminary English (Standard) Course students are required to:
- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

HSC English (Standard) Course requires the close study of:
- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms.

English Advanced

Course No: 15140

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

Course Description
In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least five types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, and a wide range of additional related texts and textual forms.

Main Topics Covered

Preliminary Course – The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an
Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.

- Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

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

**Particular Course Requirements**
In the Preliminary English (Advanced) Course students are required to:
- study Australian and other texts
- explore a range of types of text drawn from: prose fiction; drama; poetry; nonfiction; film, media, multimedia texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

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

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**Preliminary English Extension**

**HSC English Extension 1**

**HSC English Extension 2**

<table>
<thead>
<tr>
<th>Course No: 15160 (Extension 1)</th>
<th>Course No: 15170 (Extension 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of study for each of Preliminary and HSC</td>
<td>Exclusions: English (Standard); Fundamentals of English; English (ESL)</td>
</tr>
</tbody>
</table>

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

**Course Description**
In the Preliminary English (Extension) Course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.

In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.

**Main Topics Covered**

**Preliminary Extension Course**
The course has one mandatory section: Module: Texts, Culture and Value.

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

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

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

**HSC English Extension Course 1** requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).

**HSC English Extension Course 2** requires completion of a Major Work and a statement of reflection.
### General Mathematics

**Course No:** 15230

2 units for each of Preliminary and HSC Board Developed Course

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

**Prerequisites:** For students who intend to study the General Mathematics course, it is recommended that they study at least some of the Stage 5.2 content of *Mathematics Years 7–10 Syllabus*, particularly the Patterns and Algebra topics and *Trigonometry*, if not all of the content.

**Course Description**

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

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

**Main Topics Covered**

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

### Mathematics

**Course No:** 15240

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** General Mathematics

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

**Course Description**

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic arithmetic and algebra</td>
<td>Coordinate methods in geometry</td>
</tr>
<tr>
<td>Real functions</td>
<td>Applications of geometrical properties</td>
</tr>
<tr>
<td>Trigonometric ratios</td>
<td>Geometrical applications of differentiation</td>
</tr>
<tr>
<td>Linear functions</td>
<td>Integration</td>
</tr>
<tr>
<td>The quadratic polynomial and the parabola</td>
<td>Trigonometric functions</td>
</tr>
<tr>
<td>Plane geometry – geometrical properties</td>
<td>Logarithmic and exponential functions</td>
</tr>
<tr>
<td>Tangent to a curve and derivative of a function</td>
<td>Applications of calculus to the physical world</td>
</tr>
<tr>
<td></td>
<td>Probability</td>
</tr>
<tr>
<td></td>
<td>Series and series applications</td>
</tr>
</tbody>
</table>
### Mathematics Extension 1

**Course No:** 15250

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

**Exclusions:** General Mathematics

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

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

**Main Topics Covered**

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

#### HSC Course
- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation
- 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

### Biology

**Course No:** 15030

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Senior Science (Preliminary only)

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

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

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

**Main Topics Covered**

#### Preliminary Course
- Biology Skills Module 8.1
- Core Modules
  - A Local Ecosystem
  - Patterns in Nature

#### HSC Course
- Biology Skills Module 9.1
- Core Modules
  - Maintaining a Balance
  - Blueprint of Life
### Biological Science

**Life on Earth**
- Evolution of Australian Biota

**The Search for Better Health**
- Communication
- Biotechnology
- Genetics: The Code Broken?
- The Human Story
- Biochemistry

#### Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

### Chemistry

**Course No:** 15050
- **2 units for each of Preliminary and HSC**
- **Board Developed Course**
- **Exclusions:** Senior Science (Preliminary only)

#### Course Description
Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

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

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

#### Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry Skills Module 8.1</td>
<td>Chemistry Skills Module 9.1</td>
</tr>
</tbody>
</table>

**Core Modules**
- The Chemical Earth
- Metals
- Water
- Energy

**Core Modules**
- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

**One Option from the following modules:**
- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

#### Particular Course Requirements
Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.
Physics

Course No: 15330

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

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

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

Main Topics Covered

Preliminary Course

Physics Skills Module 8.1

Core Modules

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

HSC Course

Physics Skills Module 9.1

Core Modules

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following modules:

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

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Modern History

Course No: 15270

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

Course Description

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Main Topics Covered

Preliminary Course

- Part 1: Case Studies (50%)
  At least TWO Case Studies should be undertaken (see below).
- Part II: Historical Investigation (20%)
  The investigation can be either integrated into any aspect of the Preliminary course or attempted as one project, individually or as part of a group.

HSC Course

- Part I: Core Study: World War I: 1914–1919: A source-based study (25%)
- Part II: ONE National Study (25%)
- Part III: ONE Personality in the C20th (25%)
- Part IV: ONE International Study in Peace and Conflict (25%)
**Part III: Core Study**: The World at the Beginning of the C20th (30%) A source-based approach is to be used.

**Particular Course Requirements**
- One Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus).
- One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).
- The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

**Ancient History**

<table>
<thead>
<tr>
<th>Course No: 15020</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Main Topics Covered Preliminary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Introduction</td>
</tr>
<tr>
<td>Case Studies (at least ONE)</td>
</tr>
<tr>
<td>Part II: Studies of Ancient Societies, Sites and Sources</td>
</tr>
<tr>
<td>Part III: Historical Investigation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Topics Covered HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)</td>
</tr>
<tr>
<td>Part II: ONE Ancient Society (25%)</td>
</tr>
<tr>
<td>Part III: ONE Personality in their Times (25%)</td>
</tr>
<tr>
<td>Part IV: ONE Historical Period (25%)</td>
</tr>
</tbody>
</table>

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

**Music 1**

<table>
<thead>
<tr>
<th>Course No: 15290</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Main Topics Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.</td>
</tr>
</tbody>
</table>

**Particular Course Requirements: HSC course**
- In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.
- Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.
**Legal Studies**

**Course No:** 15220

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

**Course Description**

The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. 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 (from 2010)**
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**

**HSC Course (2010)**
- Law and Society (25% of course time)
- Focus Study: Crime (25% of course time)
- Additional Focus Studies (50% of course time)

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

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

**Particular Course Requirements** No special requirements

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**Business Studies**

**Course No:** 15040

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

**Course Description**

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

**Main Topics Covered**

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

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

**Particular Course Requirements**

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

**Course No:** 15110  
2 units for each of Preliminary and HSC Board Developed Course  
**Exclusions:** Nil

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

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Economics (10%) – the nature of economics and the operation of an economy</td>
<td>The Global Economy (25%) – Features of the global economy and globalisation</td>
</tr>
<tr>
<td>Consumers and Business (10%) – the role of consumers and business in the economy</td>
<td>Australia’s Place in the Global Economy (25%) – Australia’s trade and finance</td>
</tr>
<tr>
<td>Markets (20%) – the role of markets, demand, supply and competition</td>
<td>Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.</td>
</tr>
<tr>
<td>Labour Markets (20%) – the workforce and role of labour in the economy</td>
<td>Economic Policies and Management (25%) – the range of policies to manage the economy.</td>
</tr>
<tr>
<td>Financial Markets (20%) – the financial market in Australia including the share market</td>
<td></td>
</tr>
<tr>
<td>Government in the Economy (20%) – the role of government in the Australian economy.</td>
<td></td>
</tr>
</tbody>
</table>

### Design and Technology (D&T)

**Course No:** 15080  
2 units for each of Preliminary and HSC Board Developed Course  
**Exclusions:** Nil

**Course Description**
The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

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

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involves both theory and practical work in Designing and Producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies,</td>
<td>Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses 3 key areas: project proposal and project management, project development and realisation, and project evaluation.</td>
</tr>
</tbody>
</table>
occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

**Particular Course Requirements**
In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

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**Drama**

<table>
<thead>
<tr>
<th>Course No: 15090</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
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</table>

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

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

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

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

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

**Main Topics Covered**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation, Playbuilding, Acting</td>
<td>Australian Drama and Theatre (Core content)</td>
</tr>
<tr>
<td>Elements of Production in Performance</td>
<td>Studies in Drama and Theatre</td>
</tr>
<tr>
<td>Theatrical Traditions and Performance Styles</td>
<td>Group Performance (Core content)</td>
</tr>
<tr>
<td><strong>Individual Project</strong></td>
<td>Individual Project</td>
</tr>
</tbody>
</table>

**Particular Course Requirements**
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published **Course Prescriptions** include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.
Personal Development, Health and Physical Education (PDHPE)

<table>
<thead>
<tr>
<th>Course No: 15320</th>
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</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
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<tr>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

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

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

**Preliminary Course**

**Core Topics** (60%)
- Better Health for Individuals
- The Body in Motion

**Optional Component** (40%)
Students select two of the following options:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

**HSC Course**

**Core Topics** (60%)
- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component** (40%)
Students select two of the following options:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

**Particular Course Requirements**
In addition to core studies, students select two options in each of the Preliminary and HSC courses.

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**Society and Culture**

<table>
<thead>
<tr>
<th>Course No: 15350</th>
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<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
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<tr>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

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

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

**Preliminary Course**

- The Social and Cultural World (20%) – the interaction between aspects of society and cultures
- Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings.
- Intercultural Communication (40%) – how people in different cultures interact and communicate.

**HSC Course**

**Core**
- Social and Cultural Continuity and Change (30%) – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project (30%) – an individual research project.

**Depth Studies** (40%)
Two to be chosen from:
- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- Equality and Difference – the nature of equality and difference in societies and cultures
- Work and Leisure – the nature and role of work and leisure in society.

**Particular Course Requirements:** Completion of Personal Interest Project.
## Study of Religion I

**Course No:** 15370

1 unit for each of Preliminary and HSC Board Developed Course

**Exclusions:** Studies of Religion II

### Course Description

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

### Preliminary Course

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

### HSC Course

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

## Studies of Religion II

**Course No:** 15380

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** Studies of Religion I

### Course Description

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

### Preliminary Course

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

### HSC Course

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

**Course No:** 15400

| 2 units for each of Preliminary and HSC Board Developed Course | **Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. |

**Course Description**

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

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

**Particular Course Requirements**

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

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

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**HSC BOARD DEVELOPED COURSES: LANGUAGES**

**French Beginners**

**Course No:** 15670

| 2 units for each of Preliminary and HSC – Board Developed Course | **Exclusions:** French Continuers; French Extension. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to Section 8.2.2.3 of the Board’s ACE Manual. |

**Course Description**

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

Topics studied through two interdependent perspectives, *the personal world* and *the French-speaking communities*, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

Students’ skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

**Main Topics Covered**

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations.

**Particular Course Requirements:** Nil
VET INDUSTRY CURRICULUM FRAMEWORKS

The 11 VET Industry Curriculum Frameworks available for study as part of the HSC are: Automotive; Business Services; Construction; Electro-technology; Entertainment Industry; Hospitality; Information Technology; Metal and Engineering; Primary Industries; Retail Services; Tourism and Events.

Course descriptions for these courses are available on the Vocational Education page of the Board’s website [www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html](http://www.boardofstudies.nsw.edu.au/voc_ed/industry-curriculum-frameworks.html)

BOARD ENDORSED COURSES

Photography, Video and Digital Imaging

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>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.</th>
</tr>
</thead>
</table>

**Course Description**
Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

**Main Topics Covered**
Modules may be selected in any of the three broad fields of:
- Wet Photography
- Video
- Digital Imaging.

Modules include:
- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Particular Course Requirements:** Students are required to keep a diary throughout the course.
### Ceramics

**Content Endorsed 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. |

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

**Main Topics Covered**

Modules include:
- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media.

The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

**Particular Course Requirements**

Students are required to keep a diary throughout the course.

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### Sport, Lifestyle and Recreation Studies

**Content Endorsed Course**

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

Course Description

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

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

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

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle.
### Computing Applications

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: Board Developed Courses – Information Processes and Technology; Software Design and Development and courses within the Information Technology Curriculum Framework.</th>
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</thead>
</table>

Computers and related information technology permeate all aspects of contemporary life. Computer technology has become an integral part of the workplace and it has also become an increasingly obvious part of our entertainment and recreation.

Computing and related information is a ‘hands-on’ skills based course aimed at developing the student’s abilities to utilise hardware and software to complete a range of practical experiences in a broad range of topic areas. Students will develop their knowledge and understanding of the role of computing in completing tasks and enable them to be confident users of the technology. Students will also develop skills in evaluation and be able to discriminate in the use of this technology to accomplish a defined task.

It is expected that the target group for Computing Applications is those students who have had little practical experience in using computers. Schools may choose from a range of modules to develop a program of study that suits the needs of the group of students.

### Visual Design

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
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</table>

**Course Description**

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

**Main Topics Covered**

Modules may be selected in any of the four broad fields of:
- graphic design
- wearable design
- product design
- interior/exterior design.

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The OH&S Module is mandatory in any course.

**Particular Course Requirements:** Students are required to keep a diary throughout the course.