Preliminary and HSC Courses Guidelines

Preliminary (Year 11) – 2018
HSC (Year 12) – 2019
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GENERAL INFORMATION

To be eligible for the award of the Higher School Certificate a student needs to:

- be enrolled in a NSW school, or a registered and accredited non-government school, or a TAFE institute;
- study a permitted combination of courses for Preliminary and HSC Courses;
- complete the requirements for each subject, including necessary oral, practical or project work;
- complete the internal assessment programmes in each Preliminary and HSC Course; and
- sit for and make a genuine attempt at the Higher School Certificate examinations.

HSC Pathways

Most students will follow a 2 year programme of study in Years 11 & 12 leading to the award of the HSC. This involves the completion of both the Preliminary and HSC Courses in these two years. At SCEGGS the Preliminary Courses are taught in the first three terms of Year 11 and the HSC Courses usually commence in Term IV of Year 11. The Pathways provision allows flexibility in attaining the HSC either through acceleration (ie completing courses at a faster rate than usual) or accumulating (ie completing courses over a longer time than usual). Students may take up to 5 years to complete the requirements of the HSC from the year in which they first complete an HSC Course. Students can repeat one or more HSC Courses but in the calculation of the ATAR (Australian Tertiary Admission Rank) the most recent mark in a course will be used. Further information about the ATAR, formerly the UAI, is provided on page 6.

Preliminary and HSC Curriculum

A subject is a name given to an area of study and there may be one or more courses within a subject. For example English, Mathematics, History, Music and some Languages are subjects that offer more than one course. Most subjects offer one 2 unit course only.

Types of Courses

There are two categories of courses:

- **Board Developed Courses** - these are courses for which the NSW Education Standard Authority (NESA) develops both syllabuses and Higher School Certificate Examinations. Board Developed Courses contribute to the calculation of the ATAR and at SCEGGS all of the courses offered at school are Board Developed Courses. Extension courses are 1 unit Board Developed Courses which build on the content of the related 2 unit course, and which require students to study beyond the 2 unit course. Board Developed Courses are classified Category A by the Universities for the purposes of the calculation of the ATAR. There are Board Developed VET (Vocational Education and Training) courses in several framework groups. When the Preliminary and HSC Courses plus the HSC examination of such courses are taken they can contribute not only to a student's HSC, but two such units can count towards the ATAR as well. These are classified Category B by the universities.

- **Board Endorsed Courses** - these are either School Designed Courses, which are endorsed by NESA, or Content Endorsed Courses (CECs), which are either general CECs or TAFE delivered CECs. All Board Endorsed Courses count towards a student’s HSC and are listed on the Record of Achievement. However, **Board Endorsed Courses do not count towards the calculation of the ATAR.**

Units of Study

Most courses offered for the HSC have a value of 2 units in the Preliminary Course and 2 units in the HSC Course. Each unit requires 60 hours of programmed study per year (ie 2 units = 120 hours per year). At SCEGGS the one unit courses offered are extension courses. Two unit courses have a value of 100 marks for the HSC.

Extension Courses

Extension courses have a value of 1 unit and build on the content and difficulty of the related 2 unit course. One Extension course is available in each of English and Mathematics at Preliminary level. At HSC level, there are two Extension courses in English and Mathematics and one Extension course in each of History, French, Latin, Japanese and Music. Students wishing to study Extension courses in the HSC courses must demonstrate a high level of achievement in the related 2 Unit Preliminary Course.
STUDY REQUIREMENTS

English is the only compulsory HSC subject. At SCEGGS, we strongly recommend that all students study a Mathematics course as part of their pattern of study.

To be eligible for the award of the HSC students must satisfactorily complete at least **12 units of a Preliminary Course pattern of study and 10 units of a HSC Course pattern of study.** At SCEGGS, we recommend that students study at least 11 units for the HSC, unless the minimum 10 units is deemed appropriate for a student’s needs. Students who have accelerated in one or more subjects prior to Year 12 are also strongly encouraged to study at least 10 units during Year 12. **Both Preliminary and HSC patterns of study must include:**

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed Courses (of which English contributes 2 units)
- at least 3 courses of 2 units value or greater
- at least 4 subjects

**Note:** Each Science course (ie Biology, Physics and Chemistry) is considered a subject. However, **no more than 6 units of courses in Science** can contribute to the 12 Preliminary units and 10 HSC units required for the award of the Higher School Certificate.

**Below is a list of the Board developed courses offered at SCEGGS for Preliminary study in 2018 and HSC study in 2019.**

Unless indicated, all courses listed are 2 Unit courses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Preliminary Courses</th>
<th>HSC Courses</th>
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<tbody>
<tr>
<td>English</td>
<td>English Standard</td>
<td>English Standard</td>
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<td></td>
<td>English Advanced</td>
<td>English Advanced</td>
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<td></td>
<td>Extension 1*</td>
<td>Extension 1*</td>
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<td>Mathematics</td>
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<td>Mathematics Extension 1*</td>
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<td>Mathematics Extension 2</td>
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<td>Science</td>
<td>Biology</td>
<td>Biology</td>
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<td></td>
<td>Physics</td>
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<td>Chemistry</td>
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<td>Languages</td>
<td>French Continuers</td>
<td>French and Latin Continuers</td>
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<td></td>
<td>Latin Continuers</td>
<td>Extension – in each of the above languages*</td>
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<td>Japanese Beginners</td>
<td>Japanese Beginners</td>
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<td>Spanish Beginners</td>
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<td>Ancient History</td>
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<td>Visual Arts</td>
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<td>Drama</td>
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<td>Personal Development, Health and Physical Education</td>
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<td>PDHPE</td>
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<td>Design &amp; Technology Information Processes &amp; Technology</td>
<td>Design &amp; Technology Information Processes &amp; Technology</td>
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<tr>
<td>TAFE Delivered VET Courses</td>
<td>Yet to be decided - courses will be 2 Unit</td>
<td>Yet to be decided - courses will be 2 Unit</td>
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</tbody>
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* = 1 unit course
** = If approved by NESA in time for implementation for this cohort.

In the following pages there are brief outlines for each course.
ASSESSMENT: PRELIMINARY AND HSC COURSES

Each department at SCEGGS prepares comprehensive assessment programmes for their Preliminary and HSC Courses, following the advice and guidelines given by NESA. Assessment tasks focus on specific outcomes of the syllabuses and the types of tasks reflect the outcomes being assessed. Each student is given information about assessment and the assessment booklet details guidelines and general information for each subject. In addition, students receive schedules and details of each assessment task in writing for each subject and are made fully aware of the assessment programme and specific criteria before undertaking the tasks, and receive the marking guidelines. Assessment tasks assess the full range of syllabus outcomes, many of which cannot be assessed in formal examinations. Accordingly, there will be a range of tasks such as research, practical and fieldwork, orals, projects and the like in each subject.

Formal examinations make up part of the SCEGGS assessment programme. These are held in April and September for Preliminary Courses. Because of NESA guidelines, not all subjects require examinations on both occasions. The Trial Higher School Certificate Examinations for all HSC Courses are held in August of the HSC year. Reports are issued after each set of examinations.

Students’ final HSC mark is a combination of 50% School-Based Assessment achieved during the HSC Course and 50% from the HSC Examination. HSC School-Based Assessment commences when the HSC Courses begin, that is in Term IV of Year 11.

Record of School Achievement

The Record of School Achievement is the credential awarded by NESA to students who leave school after Year 10 and before they receive their Higher School Certificate. It has been designed to record and credential all secondary school students’ academic results up until the HSC. Grades will now be awarded to students for each Preliminary Course completed in Year 11. These grades will appear on the new credential, along with those grades previously awarded to students for the courses completed at the end of Year 10. The formal Record of School Achievement credential will not be provided to students at the end of Year 11, unless they are leaving school. However, all students will have access to their results electronically via the NESA Schools Online website. When students receive their HSC they will also receive their Stage 5 and Preliminary grades on their final Record of School Achievement.

The HSC Results

Students who satisfactorily complete the requirements for the Higher School Certificate will receive:

- A Record of Achievement that lists:
  - all Preliminary courses completed and a grade for each course.
  - all HSC courses completed, the examination mark, the moderated school assessment mark, the HSC mark and the performance band in each subject.
- A report for each course taken, showing the performance scale including band descriptors, HSC mark and state wide HSC mark distribution.
- The HSC testamur, (the actual Higher School Certificate).

On the report for each 2 unit course a student’s mark will be aligned against one of six bands, numbered 1 to 6. Minimum satisfactory achievement in each subject is set at 50. A score below 50 represents Band 1. Each set of ten marks above 50 represents Bands 2 to 6. Each band, except Band 1, is accompanied by a description of what a typical student at each level knows and can do in each course. The HSC mark is an average of the Examination mark and the moderated school assessment mark.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

To be eligible for an ATAR students must complete 10 units of Board Developed HSC Courses including at least 2 units of English. Board Developed courses must include at least 3 courses of 2 units or greater, and at least 4 subjects.

The ATAR is an aggregate of scaled marks in 10 Board Developed Courses comprising:

- the best 2 units of English and
- the best 8 units from the remaining units, subject to the provision that no more than 2 units of Category B courses be included.

The scaled marks used for the calculation of the ATAR are based on both the moderated School-Based Assessment, undertaken throughout HSC Courses only, and raw HSC Examination marks.
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

These are courses that teach vocational skills and that allow students to gain both HSC qualifications and Australian Qualifications Framework (AQF) accreditation. However, not all VET courses contribute to the calculation of the ATAR. VET courses require students to spend a minimum number of hours in the workplace and are studied through TAFE institutes or private providers. In the past, SCEGGS has facilitated both TAFE Delivered and private provider VET courses (see below for more information) through nearby TAFE colleges. The Hospitality Course offered is a Board Developed VET framework. If it is studied for both years and the HSC examination is taken, it will count as 2 Units for the ATAR.

Vocational Education and Training (VET) Subjects
These courses enable students in Years 11 and /or 12 to study selected TAFE vocational courses while they are at school. The courses are provided at several TAFE colleges: the Sydney Institute of Technology at East Sydney, Enmore, Randwick and Ultimo. Students attend classes at these campuses for the duration of the course.

All subjects are 2 units and attendance is for 3 - 4 hours per week for 3½ terms. Subjects studied this way contribute to Preliminary and HSC requirements but only Framework courses can be used in the calculation of the ATAR. Students who successfully complete VET courses gain advanced standing in a nationally recognised TAFE course. The availability of VET courses depends on the number of students undertaking them.

As these courses are offered outside school, an additional fee will be charged for each 2 unit course. Students interested in these courses should see the Careers Adviser and the Director of Curriculum as soon as possible.
Key statements from the Stage 6 syllabus in English establish the primary role of English as central to the learning and development of all students. It is the only compulsory subject and students must study 2 Units of English for the HSC.

The following statements from the syllabus summarise the aims and rationale for English in the Stage 6 Curriculum:

*Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students.*  
*Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students’ understanding of moral and ethical matters, and gives expression to their aspirations and ideals.*

*The English Stage 6 courses develop in students an understanding of literary expression and nurture an appreciation of aesthetic values. Through responding to and composing texts from Kindergarten to Year 12, students learn about the power, value and art of the English language for communication, knowledge, enjoyment and agency. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding students develop an understanding of themselves and of diverse human experiences and cultures.*

*In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine various contexts of language usage to understand how making meaning is complex and shaped by a multiplicity of factors. As students’ command of English continues to grow, they are provided with opportunities to question, assess, challenge, reformulate information, identify and clarify issues, negotiate and solve problems. They can become creative and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language for lifelong learning, in their careers and lives in a global world.*

(From the Revised Stage 6 English Syllabus 2017)

**OVERVIEW OF ENGLISH STAGE 6 COURSES**

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

The English courses offer variety both in content and in the ways students are taught. To fulfil the requirements of the Higher School Certificate, students will complete one Year 11 course and one Year 12 course:

**English (Standard) – 2 Unit**

This course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

**English (Advanced) – 2 Unit**

This course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world. Through exploring and experimenting with processes of composition and response, students further develop understanding of the use of language to create artistic expression in texts.
Students undertaking English Advanced may choose in addition, to study:

**English Extension 1 – 1 Unit**

The course is designed for students with an interest in literature and a desire to pursue specialised study of English. The English Extension 1 course provides students accomplished in their use of English, and who undertake Advanced English, with the opportunity to study at a more intensive level. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology in Year 11 to enable them to undertake extensive investigation used to develop extended compositions. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

Students undertaking Extension 1 in Year 12 may choose, in addition, to undertake English Extension 2.

**English Extension 2 – 1 Unit**

This course provides students with the opportunity to apply and extend research skills developed in the Year 11 English Extension course to their own extensive investigation and develop autonomy and skills as a learner and composer.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

Through the experimentation with and exploration of form, style and media, students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student’s enjoyment of literature and the aesthetics of language. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

In sum, there are THREE extension courses offered:

- **The Year 11 English Extension Course** is a one-unit course and is a prerequisite for the Year 12 Extension 1 course.
- **The Year 12 English Extension 1 Course**, also a one-unit course.
- **The HSC English Extension Course 2**, a one-unit course, which consists of a Major Work: a sustained composition independently planned, researched and completed. This course may be taken only in addition to the HSC Extension Course 1.

**PATTERNS OF STUDY AT SCEGGS FOR YEAR 11 AND YEAR 12 COURSES**

**The Year 11 Course**

Students will study either: Year 11 English Standard OR Year 11 English Advanced. Students studying Year 11 English Advanced may study the Year 11 English Extension course if they have demonstrated appropriate levels of achievement and skills during Year 10.

**The Year 12 Course**

Students will study either: Year 12 English Standard OR Year 12 English Advanced. Those who study Year 12 English Advanced and who have completed the Year 11 Extension course may also choose to study Year 12 English Extension 1.

A small number of students may also choose to complete Year 12 English Extension 2 – The Major Work.
COURSE DESCRIPTIONS AND PRESCRIPTION OF TEXTS FOR STUDY

The emphasis in all courses is on the achievement of specified syllabus outcomes.

For the Year 11 and Year 12 English Standard and Advanced Courses students are required to experience:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and culture of Asia
- a range of Australian texts, including by Aboriginal and/or Torres Strait Islander authors
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

The Year 12 English Standard course requires students to:

- complete the Year 11 course as a prerequisite
- complete the common module as the first unit of work
- complete Modules A, B and C over the course of the year
- closely study three types of prescribed texts, one drawn from each of the following categories:
  - prose fiction
  - poetry OR drama
  - film OR media OR nonfiction
- study ONE related text of the students’ own choosing in the Common module: Texts and Human Experiences

The Year 12 English Advanced course requires students to:

- complete the Year 11 course as a prerequisite
- complete the common module as the first unit of work
- complete Modules A, B and C over the course of the year
- closely study four prescribed texts, one drawn from each of the following categories:
  - prose fiction
  - poetry OR drama
  - film OR media OR nonfiction
- study ONE related text of the students’ own choosing in the Common module: Texts and Human Experiences

The Extension Courses

The Year 11 English Extension course requires students to undertake:

- the common module: Texts Culture and Value in which students explore ONE text from the past and its manifestations in one or more recent cultures
- the related independent research project in which students research a range of texts as part of their independent project

The Year 12 English Extension 1 course requires students to:

- complete the Year 11 Extension course as a prerequisite
- undertake ONE elective option from the common module
- study at least three texts from a prescribed list, including at least TWO extended print texts
- study at least TWO related texts of their own choosing

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

- be undertaking study of the Year 12 English Extension 1 course
- complete a Major Work and a Reflection Statement
- document coursework in a Major Work journal
MATHEMATICS

Mathematics is a search for patterns and relationships, a way of thinking, a powerful and concise means of communication and a creative problem solving activity. It is also a body of collected knowledge and skills concerning patterns and relationships in number, algebra, geometry, measurement and statistics that is needed in many area of study and in everyday life.

In the Preliminary year students can study mathematics in one of three courses:

- Mathematics Standard
- Mathematics Advanced
- Mathematics Extension 1

In the HSC year students can study mathematics in one of four courses:

- Mathematics Standard
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2

We strongly recommend that all girls study a Mathematics course as a knowledge of Mathematics is desirable for various different university courses. Mathematics Advanced is recommended by many tertiary institutions as the minimum study in a variety of subjects including: architecture, biological sciences, business, chemistry, commerce, economics, psychology and social sciences. Girls should confirm the most current information about university requirements with the Careers Adviser.

MATHEMATICS STANDARD (Preliminary)

MATHEMATICS STANDARD 2 (HSC)

These courses are designed for those students who will not continue to study mathematics or mathematics-related subjects at university. It provides an appropriate mathematical background for students to enter occupations that use basic mathematical and statistical techniques. The focus on mathematical skills and techniques that have direct application to everyday activity contrasts with the more abstract approach taken by the other senior mathematics courses. The Standard courses provide a strong foundation for vocational pathways, either in the workforce or in further vocational training studies, and for university courses in the areas of business, the humanities, nursing and paramedical studies.

The Standard courses are based on the premise that effective participation in a changing society is enhanced by the development of mathematical competence in problem solving. In these courses, students gain experience solving such problems as they gather, interpret and analyse mathematical information and apply mathematics to model situations. The opportunities for creative thinking, communication and problem solving help students find positive solutions for the broad range of problems encountered in life and work beyond school.

The Preliminary Course covers the following areas:

- **Financial Mathematics**: Interest and Depreciation, Earning and Managing Money, Budgeting and Household Expenses.
- **Statistical Analysis**: Classifying and Representing Data (grouped and ungrouped), Exploring and Describing Data arising from a Single Continuous Variable, Relative Frequency and Probability.
- **Measurement**: Practicalities of Measurement, Perimeter, Area and Volume, Units of Energy and Mass, Working with Time.
- **Algebra**: Formulae and Equations, Linear Relationships

The HSC Course covers the following areas:

- **Financial Mathematics**: Investments, Depreciation and Loans, Annuities
- **Statistical Analysis**: Bivariate Data, The Normal Distribution
- **Measurement**: Non-Right Angled Trigonometry, Rates and Ratios
- **Algebra**: Simultaneous Linear Equations, Non-Linear Relationships
- **Networks**: Networks, Shortest Paths, Critical Path Analysis
Mathematics Standard and Standard courses are designed to promote the development of skills, knowledge and understanding in areas of mathematics that have direct application to the broad range of human activity. Students learn to use a range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations. These tools include spreadsheets, statistical and graphing facilities on computers.

These courses are particularly suited to students who have studied the 5.2 Pathway in Years 9 and 10 and to those who have found the more abstract components of the 5.3 Pathway especially difficult.

It is important to note that the Mathematics Standard courses are essentially a different subject from Mathematics. For this reason, HSC results for Mathematics Standard 2 are reported separately from Mathematics Advanced - that is, results in Mathematics Standard 2 will be placed on their own scale and not with those from any other mathematics course.

MATHEMATICS ADVANCED

This course is designed for those students who might continue their study at university to include mathematics-related subjects, such as economics and the physical and technological sciences. It provides the mathematical background for students who would be studying science subjects concurrently, particularly Chemistry, Physics and Computer Science, and focuses on abstract mathematical ideas related particularly to functions and calculus. It also emphasises deductive reasoning and the use of mathematical techniques that are relevant to the real world.

The Preliminary and HSC Courses cover the following areas:

- Basic arithmetic and algebra
- Plane geometry
- Probability
- Real functions
- Trigonometry
- Linear and quadratic functions
- Series and applications
- The tangent to a curve and the derivative of a function
- Geometrical applications of differentiation
- Integration
- Logarithmic, exponential and trigonometric functions
- Applications of calculus to the physical world.

MATHEMATICS EXTENSION 1

Mathematics Extension 1 must be undertaken concurrently with Mathematics Advanced and includes additional material course that requires greater mathematical insight. Further applications to the physical world and greater emphasis on reasoning, including the introduction of inductive reasoning, are features of this extension course. At SCEGGS, this course is intended to be covered in a little over half the time required for the Mathematics Advanced course.

The Preliminary and HSC Courses cover the following areas:

- Extensions to the 2 Unit course
- Further Trigonometry
- Parametric representation
- Permutations and combinations
- Polynomials
- Circle geometry
- Projectile and simple harmonic motion
- Induction
- Inverse functions
- The binomial theorem and further probability.

Mathematics Extension 1 is advised for students who have achieved a high standard in the Years 9 & 10 5.3 Pathway. It is of particular use to students who are planning to continue their studies at university in mathematics or engineering.
MATHEMATICS EXTENSION 2

Mathematics Extension 2 is available only in the HSC year. It must be taken concurrently with the Mathematics Advanced and Extension 1 courses. It is designed to challenge those students who have been very successful in the Mathematics Extension 1 course in the Preliminary year. For students with a particular interest in mathematics who have shown they possess special aptitude for the subject, it represents a distinctly high level in school mathematics involving the development of considerable algebraic skill and a high degree of understanding of the fundamental ideas of algebra and calculus.

Mathematics Extension 2 covers the following areas:

- Graphs without the use of calculus
- Complex numbers
- Conic sections
- Further integration
- Volumes
- Mechanics
- Polynomials
- Further Extension 1 topics.

Students who have studied Mathematics Extension 2 usually study first year university mathematics at the highest level available.
BUSINESS STUDIES

Business activity is a vital feature of everyone’s life. Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. Business Studies offers perspectives ranging from the planning of a small business to the broader roles of management, human resources, finance, marketing and the impact of the global business environment. In all these areas, through the incorporation of contemporary business theories and practices the course provides rigour and depth and lays an excellent foundation for students in further tertiary study. Business Studies and Economics complement each other well.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment.

Preliminary Course Content

1. Nature of Business – focus on different types of business with a global focus for expansion
2. Business Management – focus on responsibilities and approaches to management in SMEs.
3. Business Planning – establishing and planning a SME and expansion into the Global Market

The Preliminary Course is based on the study of the above three compulsory topics and the completion of a business research task. The Business Research Task is a detailed investigation undertaken throughout the course based on a small to medium sized enterprise (SME) of the students own choice.

HSC Course Topics

1. Operations – the strategies for effective operations management and the impact of government policy, corporate social responsibility and globalisation
2. Marketing – developing and implementing successful marketing strategies
3. Finance – interpreting financial information in the planning and management
4. Human Resources – contribution of human resources to business performance in the domestic and global market

Students completing this course will develop specific skills including research, analysis, problem solving, decision-making, critical thinking and communication. Business Studies fosters intellectual, social and ethical development by assisting students to think critically about the role of business and business institutions and their ethical responsibilities to society.

This course enhances the student’s ability to be discerning in the real world and provides a sound base upon which to build tertiary studies at TAFE, college or university.
DESIGN AND TECHNOLOGY

Design and Technology provides students with the opportunity to develop design projects in areas of individual interest across a range of materials, using a variety of associated technologies.

Through a study of Design and Technology students gain insight into design, production and manufacturing in today’s society. They will have the opportunity to explore and develop technological skills and demonstrate insight into the future uses of technology and will articulate arguments on a range of issues and consequences including environmental and social impacts.

Students investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. The skills developed are transferable across technologies and will assist in lifelong learning.

A Design Project includes the design and production of a product as well as a design folio, which documents the management, realisation, development and evaluation of the product. Design Project development accounts for approximately 60% of course time.

**Preliminary Course**

In the Preliminary Course students design and produce at least two mini design projects. Design and production includes:

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

**HSC Course**

In the HSC Course students undertake:

- a study of innovation and emerging technologies which includes a case study of an innovation
- the design and production of a Major Design Project.

The HSC examination consists of a 1½ hour written paper (40%) and the Major Design Project (60%).
Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.

**Course components:**

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<th>HSC Course</th>
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<td>• Improvisation, Playbuilding, Acting</td>
<td>• Australian Drama and Theatre (Core content)</td>
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**Preliminary Course**

Comprises of an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas. 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.

Course components:

- Stanislavski and Realism
- Brecht and Political Theatre
- Performance History

**HSC Course Content**

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

Topics include:

- Australian Drama and Theatre: Contemporary Australian Theatre Practice
- Studies in Drama and Theatre: Black Comedy

The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate her performance skills.

For the **Individual Project** students demonstrate their expertise in a particular area. They choose one project from Performance, Design, Critical Analysis, Script Writing or Video Drama. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. **Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC Course when choosing Individual Projects.**
The growing significance of Economics and the need to develop economic literacy in today’s world has become increasingly apparent in recent years. It is said that “Economists have become the view we rely on, to light the way through the maze of our complex world”. Why? Because economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life and better understand the world in which they live. Every society needs good Economists.

As a discipline, Economics has a long history. Many famous economists have shaped the world as we know it today, particularly John Maynard Keynes. Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies, and participate responsibly in decision-making. They also develop the ability to critically evaluate key issues affecting society.

Students contemplating taking this subject should consider it in the context of their ability, interest and career aspirations. They should be willing to keep up to date with current issues in the media. A key feature of the syllabus is its ‘problems and issues’ approach to learning Economics. This aims to relate the content of economics to the problems experienced by individuals and society as a whole. There are numerous employment opportunities for students of Economics who wish to pursue their studies at a tertiary level, including the areas of law, marketing, media and finance. Business Studies and Economics complement each other well.

**Preliminary Course**

The focus of the Preliminary Course is on the practical problems and issues that affect individuals, firms and governments. It is essentially microeconomic in nature, focussing on aspects of the economic behaviour that is influenced by the operation of markets. Two key markets, the labour market and financial market, are examined in detail. The content of the Preliminary Course provides an essential foundation for the HSC Course.

**Content**

- Introduction to Economics – the need for choice and the impact of choice on the nature of the economy
- Consumers and Business – how decisions are made about economic choices and how these can be largely motivated by self-interest.
- Markets – how price is determined in a market; demand and supply analysis
- Labour Markets – the pricing of labour as a factor of production
- Financial Markets – the RBA and its influence on cash rates and interest rates
- Governments in the Economy – the role of Government in managing the economy and the problems and issues arising from the free operation of markets.

**HSC Course**

The focus of the HSC Course is the problems and issues studied in relation to the national, regional and global economies. It is essentially macroeconomic in nature, focusing on the management of the economy as a whole. The course investigates the impact of the global economy on the Australian economy. Students have the opportunity to choose a country and investigate its economy in detail.

**Content**

- The Global Economy – the state of the global economy and the impact of globalisation on individual economies
- Australia’s Place in the Global Economy – the impact on Australia of changes in the global economy
- Economic Issues – the cause and consequence of the economic issues and problems that confront contemporary economies
- Economic Policies and Management – the implementation of economic policies in addressing the key issues facing Australia

The ‘problems and issues’ approach to the teaching and learning of economics makes this a contemporary subject and educates students about the dynamic nature of our economic world.
The study of Geography investigates the varied character of the earth and its people. It focuses on where things are, why they are there and how humans interact with environments. It is the aim of Geography in Stage 6 to enable students to study the spatial and ecological dimensions of biophysical and human phenomena in today’s changing world and to realise the importance and vocational relevance of such study.

**Preliminary Course**

The Preliminary Course investigates the unique physical and cultural characteristics of our world through fieldwork, the application of geographical skills and the study of contemporary geographical issues. The course content focuses on the following three major themes:

**Biophysical Interactions**

The four spheres of the environment (biosphere, hydrosphere, lithosphere and atmosphere) and their associated geographic processes are investigated. Students experience first-hand how these spheres interact to create unique environments with an interactive three day field excursion to the Kosciuszko National Park in Australia’s Snowy Mountains. Contemporary issues concerning the biophysical environment are investigated by looking at human impacts and management strategies within the Kosciuszko National Park and the historic landmark case concerning the flooding of Lake Pedder in Tasmania.

**Global Challenges**

The following three global challenges receive focus in the Preliminary Course:

- **Population Geography:** This is a study of the changing nature, growth and distribution of the world’s population. A range of contemporary case studies are used to highlight issues relating to migration, population policies of both developed and developing nations and the impacts of world population growth.

- **Cultural Integration:** With globalisation comes multicultural societies and mass consumer cultures. Students investigate just how various cultures adopt or adapt under such conditions with an enlightening excursion to Sydney’s inner and southwest suburbs.

- **Development Geography:** Varied levels of development and access to resources exist within the world. In this topic we study the nature of development by analysing a variety of development indicators. Issues arising from the spatial patterns in development and equity issues related to ecological sustainability are also investigated.

**The Senior Geography Project (SGP)**

This is an exciting assessment component of the course which enables students to develop their geographical inquiry, research and analysis skills. Students each select a contemporary local geographic issue of particular interest to them and interact directly with their community and environment to gather both primary and secondary sources of information in support of their study. Emphasis is placed on selecting and implementing appropriate research methodologies and the effective processing of information using geographical tools and skills. Analysis of findings enable students to make insightful conclusions and recommendations. Students are often amazed at just what they can uncover when they begin to scratch the surface of a geographic issue that interests or affects them in some way, resulting in a very rewarding and educational journey!

**HSC Course**

The HSC Course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on specific studies about biophysical and human processes, interactions and trends. Components of both human and physical geography provide an important information base on which students investigate contemporary geographic issues, the importance of effective management and how they may take an active role in shaping future society. The course content focuses on the following three major themes:

**People and Economic Activity**

This topic is studied on two scales: globally and at the scale of a local enterprise. The economic activity chosen for the study varies from year to year and is selected on the basis of class interest and availability of contemporary resources and study sites. In the past, the oil industry and Viticulture have been popular and very successful studies. The nature, spatial patterns and future directions of the economic activity are investigated in depth, where appropriate, a class excursion is organised to visit the local enterprise studied in order to discover its locational factors, ecological dimensions, linkages and external impacts.
**Ecosystems at Risk**
This topic investigates two specific case studies of ecosystems at risk, focusing on the following aspects: the biophysical interactions leading to their existence and functioning, their vulnerability and resilience, the effects of human impacts upon them and the importance of their management and protection. Coral reefs, alpine areas and intertidal wetlands are popular case studies within this topic area.

**Urban Places**
Students learn about the nature, character and spatial distribution of both world cities and mega cities in this topic. The role of world cities as centres of economic and cultural authority is explored along with the global networks that exist between them. The challenges of living in mega cities are highlighted and the responses to these challenges investigated. A range of urban dynamics operating within Sydney is studied with a focus on their resulting changes, future trends and ecological sustainability. In addition to this, one urban dynamic occurring in one of Sydney’s suburbs is studied in greater detail. This exciting topic also incorporates local area fieldwork and provides much scope for students to draw upon their observations, prior knowledge and world travel experiences.
ANCIENT HISTORY

Year 11

Case Study A: The City of Rome in the Late Republic

In this unit of work, students will be introduced to the wonders of Ancient Rome. Students will examine many of the city of Rome’s most famous sites, with a particular emphasis on the significance of the Roman Forum to Roman society. Students will learn about the religious, social and political structures that existed during the Republican period. From the impact of Rome’s wars of expansion through to the triumphs of successful generals, students will gain an insight into many of the most significant elements of Roman society and the role that they played in shaping the great city during this period of political turmoil and upheaval.

Case Study B: Persepolis

This case study will provide students with an insight into Persia, one of the great powers of the Ancient World, through an investigation of Persepolis, one of its key sites. Students will have the opportunity to examine archaeological and written sources in order to question the role that Persepolis played in Persia, as well as to gain insights into key elements of Persian society. Through their study, students will be introduced to significant personalities of the Persian Empire, including legendary Persian Kings Darius the Great and Xerxes, major participants in the Persian Wars against Greece. Students will also have the opportunity to consider the role played by Alexander the Great in the destruction of Persepolis.

Features of Ancient Societies: Women in Greece

Students have the opportunity to compare and contrast the role of women in the Ancient Greek city states of Athens and Sparta. Through their study, students will examine the position of women in the social structures of the two states, their place within the family, and their economic, political and religious roles. As well as considering the impact and influence of significant Greek women, students will consider Athenian and Spartan women in their broader historical context and question why the roles of women varied in each city state, from the emancipation of Spartan women to the more restricted experience of their Athenian counterparts. Students will engage with key historiographical issues including the construction of History in order to question the sources of evidence available on women in Ancient Greece, as well as to consider gaps in the historical record.

Features of Ancient Societies: Death and Funerary Customs in Egypt

Our exploration of the beliefs, rituals and funerary practices of Ancient Egypt will span a period of over 1500 years, traverse significant sites ranging from the pyramid complexes of Giza to the Valley of the Kings, and consider key historical personalities like Khufu and Tutankhamun. Students will examine archaeological and written sources in order to consider the concept of an afterlife, the evolution and development of mummification, funeral processions, and places of burial in Ancient Egypt. Students will study a range of artefacts found in the tombs of kings and nobles in order to gain insights into the religious, political, social and economic life of Ancient Egypt and consider aspects of change and continuity presented by evidence from the Old Kingdom to the New Kingdom.

Historical Investigation

Students will have the opportunity to explore the Ancient Greek World through conducting research on a personality, event, group or concept of their own choosing. Subjects of investigation could include key historical battles like Marathon and Thermopylae, key individuals like Leonidas and Pericles, and key aspects of religious and cultural life such as the Delphic Oracle, the Panathenaea and the Olympic Games. Throughout their investigation, students will develop core skills in research and communication as they engage with the process of historical inquiry.

Year 12

Core Study – Cities of Vesuvius – Pompeii and Herculaneum

In 79AD the cities of Pompeii and Herculaneum were frozen in time when Mt Vesuvius erupted, covering the whole region with volcanic debris. The eruption of Mt Vesuvius has provided students of History with extensive evidence of life in the Roman World in the first century AD. In this study, students will investigate the cities of Pompeii and Herculaneum through detailed analysis of a range of archaeological and written sources. This will
allow students to gain an understanding of the social structure, politics, religion and everyday life of these two ill-fated cities. Students will also consider key issues related to the reconstruction and conservation of the past, the role of technology in our changing understanding of the past and the impact of tourism on the sites of Pompeii and Herculaneum today.

**Ancient Society – New Kingdom Egypt society to the death of Amenhotep III**

This unit on New Kingdom Egypt will take students on a journey along the mighty Nile River and into the desert regions of Egypt. Students will study the role and images of the pharaoh as well as the social structure and political organisation of New Kingdom Egypt in the 18th Dynasty, a period that included the reign of Hatshepsut. Additionally, students will examine written and archaeological sources in order to gain an understanding of religion, the economy and everyday life in the New Kingdom, as well as explore Egyptian cultural expression through art and literature.

**Personalities in their Times – Julius Caesar**

One of the most famous individuals of any age, Julius Caesar is synonymous with the greatness of Rome. Students trace his rise to prominence and his subsequent status as one of History’s great political and military leaders. Key events in Caesar’s career are analysed, including his role in the formation of the First Triumvirate, his leadership in the Gallic Wars, and his role in the Civil War from which he would emerge as the most important figure in Rome. Alongside a study of his relationships with significant individuals, including Cleopatra, Queen of Egypt, Caesar’s role as Dictator of Rome will be assessed. This topic will conclude with an investigation of Caesar’s assassination on the Ides of March and an evaluation of Caesar’s legacy as one of the great figures of World History.

**Historical Period – Rome – The Fall of the Roman Republic**

The study of this historical period provides a fascinating investigation of the last days of Republican Rome. Students have the opportunity to consider the growing Roman Empire and its impact on the eventual fall of the Republic. Key individuals and their influence on the era, including Pompey the Great, Julius Caesar and Cicero are studied, as are key political operators, the optimates and the populares. The political alliances of the First and Second Triumvirates are charted from their formation to their ultimate breakdown, leading to the Civil Wars that marked the final two decades of the Republic. This study concludes with an examination of the Battle of Actium, which led to the defeat of the forces of Mark Antony and Cleopatra at the hands of Caesar’s heir Octavian, the future Augustus Caesar. Octavian’s victory would lead to the final dissolution of the Republican system and usher in the age of Imperial Rome.

**MODERN HISTORY**

**Year 11**

**Case Study A: The Fall of the Romanovs**

The Fall of the Romanovs is an intriguing study of the decline of a once great European empire and the end of Tsarist rule in Russia. The topic explores the structure of Russian society, the nature of autocracy and its clash with the newly emerging forces and ideologies of the Modern World at the turn of the 20th Century. Students will learn about key figures of the period including Tsar Nicholas II and his wife Alexandra, Rasputin and Lenin. This unit will conclude with an investigation into the fate of the Romanov family and an exploration of the "Anastasia Mystery".

**Case Study B: China in Revolution: From the Boxer Rebellion to the People’s Republic of China**

This topic is framed by the revolutions which marked the first half of the 20th Century in China. Students will investigate the concept of revolution in order to examine key forces and events in China in this period, including the fall of the Qing Dynasty and the Chinese Communist Revolution of 1949. Students will consider the role played by key individuals of the era, including the Dowager Empress Cixi, Sun Yat-sen and Chiang Kai-shek. This topic also charts the impact and importance of Mao Zedong to the history of China. Students will learn about Mao’s rise to prominence and examine his role in key events including the Long March, Sino-Japanese War and Civil War. They will conclude their study with Mao’s proclamation of the People’s Republic of China in 1949.
Historical Investigation: Construction of the Modern World through Film

In a "post-literate" age, the visual medium is increasingly recognised as significant to the way people learn about their world. This topic deals with the presentation of historical events, eras and people in mainstream films. In class, students will study extracts of a range of films, including Forrest Gump, JFK and The Patriot, and analyse their usefulness as historical sources. Students will be provided with the historical context of the film and key elements of historiography to inform a discussion and assessment of each film extract as a source of history. It will then be their task to choose an historical film to investigate in order to analyse its value as a source of history. The aim of the historical investigation, apart from providing historical insight, interest and enjoyment, is to provide opportunities for students to develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. Key historiographical concepts such as the director as historian, manipulation and politicisation of the past to suit present purposes and the implications of the "disneyfication" of history will be explored in this topic.

The Shaping of the Modern World – World War I

World War I was a significant historical event that fundamentally transformed the Modern World. In this study students will explore the causes, course and consequences of the world’s first global conflict. Students will investigate the outbreak of war and examine key aspects of the nature of war on the Western and Eastern fronts. Alongside a study of trenches, key battles, and the impact of technology on warfare, students will investigate the home fronts in Britain and Germany, and the impact of Total War on civilians through conscription, propaganda and rationing. The reasons for Allied victory and the nature of the Treaty of Versailles will also be examined. Our study will conclude with a consideration of the legacy of World War I and its influence on modernity, including its representation in art, film and literature. The study of the Great War makes for a powerful and moving experience.

Year 12

Core Study: Power and authority in the Modern World 1919-1946

This compulsory study provides an overview of the rise of fascism, totalitarianism and militarism in the period following World War I, considering dictatorships in Russia, Italy and Japan, before focusing on an in-depth study of Nazi Germany in the period to 1939. Students will study the rise of Hitler and the Nazi party in Germany, the reasons for the collapse of the Weimar Republic, and the Nazi consolidation of power. The nature of Nazi ideology and the role of prominent individuals will also be studied. Students will investigate Nazi use of terror and propaganda to gain and maintain control, as well as the impact of Nazism on key social groups and institutions in Germany including women, youth, education and the arts. An important focus of this unit is anti-Semitism in Nazi Germany and the impact of the Nazi regime on Germany’s Jewish community.

National Studies: the USA 1919-1941

The 20th Century has been called “The American Century”, and this national study of the USA between the wars provides insights into the key forces that shaped the United States in the 20th Century. This includes the reasons for the spectacular economic growth and prosperity of the 1920s followed by the reasons for, and impact of, the Great Depression. The social history of the period is also explored including tensions between modernists and conservatives, the jazz age, flappers, prohibition and gangsters, racial conflict and the KKK. In this period the USA is conflicted between engaging in, and withdrawing from, world affairs, and debates centred on US foreign policy are analysed. This study provides insights into the growth of the USA as a major world power in the 20th Century and provides a framework for considering the United States today.


The 46 year Cold War (or "Long Peace") is a fascinating study of the first global conflict to be wholly contested in the nuclear age. In this study, the key events and developments which shaped a large part of the 20th Century and continue to influence the world today are traced. From its origins in the partition of Nazi Germany, students explore the Cold War by charting the growth of tension between the 2 great superpowers of the USA and the Soviet Union and their horrendous arms race which saw the world face the threat of nuclear war. Key crises such as the building of the Berlin Wall and the Cuban Missile Crisis will be studied, as will the influence of individuals such as Stalin and Khrushchev, Kennedy and Nixon. The topic features an examination of the "New Cold War" of the 1980s through the Soviet invasion of Afghanistan and Reagan's "Star Wars" as well as charting the significance of Mikhail Gorbachev to the end of the Cold War and the collapse of the Soviet Union.
Change in the Modern World: The Cultural Revolution to Tiananmen Square 1966-1989

This period of immense change will allow students to gain an understanding of pivotal events in China’s recent history. Students will study the Cultural Revolution, focusing on the aims and methods of Mao Zedong, the role and actions of the Red Guards, and the political impacts of this period. Students will also examine the social, cultural and economic effects of the Cultural Revolution. This topic continues with a consideration of the period after Mao Zedong, including the role played by Deng Xiaoping. Our study will conclude with an examination of the events centred on Tiananmen Square in 1989 and their impact on China.

EXTENSION HISTORY (Year 12 only)

Constructing History

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

These challenging questions form the basis of this course. A selection of readings by key historians assists in the analysis of Constructing History. Students are introduced to the contested nature of History from the Ancient World to the present and are asked to consider whether there is ever truth in History. Students focus on a range of historiographical traditions including Empiricism, “History from Below” and Post Modernism alongside key debates such as “The History Wars” and “Academic versus Popular History”. Students also use the key questions to undertake a case study of the Presidency of John F. Kennedy. Debates include Kennedy’s role in the Cuban Missile Crisis, the question of what would have happened in Vietnam if Kennedy had lived and the differences between the real and the mythic JFK.

A key component of History Extension is the completion of a major research task. Using their class work as a model, students choose an historical debate of interest to them to investigate, research and present. Some areas of investigation chosen by students have included Boudicca, The Iranian Coup of 1953 and the Anzac Legend.

This course is open to students in Ancient and Modern History.
Information Processes and Technology (IPT) is the study of digital technology, communications, multi-media and other computer-based information systems. It focuses on information processes performed by these systems (collecting, organising, analysing, storing & retrieving, processing, transmitting & receiving and displaying) and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. The knowledge and skills developed in IPT support learning in all areas and in most careers beyond school. Through project work, students will create their own information system to meet an identified need.

Students will gain good working knowledge of:

- The key concepts of data, information and systems
- The interactive nature of effective information-based systems
- Available and emerging information technologies
- The social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright
- The communication, personal and team skills necessary to ensure that a information system solution is appropriate to the needs of the users
- Related issues such as project management, documentation and user interfaces.

On successful completion of the course, students will be able to:

- Select the most appropriate technology for a given situation
- Design and implement an information-based system using a creative and methodical approach
- Pursue further education and employment across a wide range of contexts.

**Preliminary Course**

In the Preliminary Course students will undertake study in areas that include:

- Principles of Information Processes
- Tools for Information Processes
- Planning, Design and Implementation
- Project work

**HSC Course**

In the HSC Course students will undertake study in areas that include:

- Information systems that organise and analyse
- Communication based information systems
- Option strands, the study of two information systems
- Project work

The HSC consists of a three hour written examination. The school-based assessment will be based on the HSC Course content. This includes project work.
FRENCH CONTINUERS and EXTENSION

Aim
To develop students’:

- ability to use French to communicate in both spoken and written forms
- ability to reflect on their own culture and the human condition through the study of other cultures
- understanding of language as a system
- ability to make connections between French and English and other languages they know
- cognitive, learning and social skills, and cultural values
- potential to apply French to work, further study and leisure

Course Description
The Preliminary and HSC courses have as their organisational focus themes and associated topics. The students’ listening, speaking, reading and writing skills in French and their knowledge of French vocabulary, idiom and grammar will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the language and French speaking cultures through the study of a range of texts that include selections from literature, poetry, film, song, Internet resources and French language magazines.

Main Themes
- The Individual, for example relationships, aspirations for the future
- The French Speaking Communities, for example travel and holidays
- The Changing World, for example education, technology

Students’ language skills are developed through tasks such as:

- exchanging information, opinions and experiences in conversation in French
- responding to an aural stimulus
- analysing, processing, evaluating and responding to written texts
- writing for a variety of purposes

The tasks required of students at the HSC are:

- Speaking: a 10-minute conversation in French
- Listening: answer questions in English on 8-10 shorter passages of spoken French text
- Reading: answer questions in English on two longer passages of written French text
- Writing: respond in French to a passage written in French; write a narrative or descriptive text in French; write a text in French which gives a point of view

Requirements
Students should have completed the French course in Years 7-10 or have a linguistic competence at least at that level. Students’ French should be at a level equivalent to the Tapis Volant Course Books 1 and 2. Students who are new to SCEGGS should complete, upon enrolment, a questionnaire and writing task that will help establish their level. This can be obtained from the Director of Curriculum or the Head Teacher of Languages. It may be necessary to bridge gaps in knowledge before starting Year 11. Students need to show a willingness to do the disciplined, sustained work required for successful language learning. With the necessary motivation, application and willingness to follow advice it is possible to achieve at a very high level of competence in all skills.

HSC Extension Course
The HSC French Extension Course will be made available to very able students who wish to study the language in greater depth in Year 12. They will build on knowledge and skills acquired in the Continuers Course and will acquire additional skills at a greater level of difficulty. The course will focus on the study of a set text, which is currently a film and the discussion of current issues relating to three prescribed issues: The impact of social class, issues of tolerance and relationships.

The tasks required of students at the HSC are:

- an analysis in English of the set text and its relationship to the prescribed issues
- a piece of creative writing in French that demonstrates an in-depth understanding of the set text
- a presentation of a spoken argument in French
- and a piece of discursive writing in French relating to the course themes
JAPANESE CONTINUERS and EXTENSION

Aim
To develop the students’:
- ability to use Japanese to communicate with others in both spoken and written forms
- ability to reflect on their own culture and the human condition through the study of another culture
- understanding of language as a system
- ability to make connections between Japanese and English and other languages they may know
- cognitive, learning and social skills and cultural values
- potential to apply Japanese to work, further study and leisure.

Course Description
The Preliminary and HSC courses have as their organisational focus themes and associated topics. The students’ listening, speaking, reading and writing skills in Japanese and their knowledge of Japanese vocabulary and structures will be developed through tasks associated with a range of texts and text types which relate to the themes and topics. The students will also gain insights into the Japanese language and culture through the study of a range of texts that include literary text written for language students, film and songs.

Main Themes
- The Individual, for example relationships, aspirations for the future
- The Japanese Speaking Communities, for example travel and holidays
- The Changing World, for example education, technology.

Students’ language skills are developed through tasks such as:
- exchanging information, opinions and experiences in conversation in Japanese
- responding to an aural stimulus
- analysing, processing, evaluating and responding to written texts
- writing for a variety of purposes.

The tasks required of students at the HSC are:
- **Speaking**: a 10 minute conversation in Japanese
- **Listening**: answer questions in English on 8-10 shorter passages of spoken Japanese text
- **Reading**: answer questions in English on two longer passages of written Japanese text
- **Writing**: respond in Japanese to a passage written in Japanese; write a narrative or descriptive text in Japanese; write a text in Japanese which gives a point of view.

Requirements
Students should have completed the Japanese course in Years 8-10 or have a linguistic competence at least at that level. Students of Japanese should be at a level equivalent to the Hai 5/6 and the Hai Ima Course books. Students who are new to SCEGGS should complete, upon enrolment, a questionnaire that will help establish their level. This can be obtained from the Head Teacher of Languages. It may be necessary to bridge gaps in knowledge before starting Year 11. Students need to show a willingness to do the disciplined, sustained work required for successful language learning. With the necessary motivation, application and willingness to follow advice it is possible to achieve at a very high level of competence in all skills.

HSC Extension Course
The HSC Japanese Extension Course will be made available to very able students who wish to study the language in greater depth in Year 12. They will build on knowledge and skills acquired in the Continuers Course and will acquire additional skills at a greater level of difficulty. The course will focus on the study of a set text, which is currently a film, and the discussion of current issues relating to three prescribed issues of: Coping with change, the place of traditions in modern society and connectedness.

The tasks required of students at the HSC are
- an analysis in English of the set text and its relationship to the prescribed issues
- a piece of creative writing in Japanese that demonstrates an in-depth understanding of the set text
- a presentation of a spoken argument in Japanese
- and a piece of discursive writing in Japanese relating to the course themes.
LATIN CONTINUERS and EXTENSION

Aim
To develop the students’ ability to:

- translate the prescribed Latin texts into clear English
- translate unseen Latin texts into English
- analyse the grammatical features of set texts
- analyse the stylistic features of set texts and understand their literary effects
- identify metrical features of dactylic hexameter verse
- explain the cultural, historical and religious ideas contained in the Latin texts
- explore the Roman ideas, beliefs and arguments of a text in the original Latin
- discuss specified thematic focus areas in the prescribed texts

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 that have derived from them. The Preliminary Course focuses on the study of a range of extracts from texts in the original Latin and of Latin works in translation. The HSC Course requires the 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. The senior course is most rewarding and interesting to students who have a firm grasp of linguistic principles studied in the junior years.

Students will study:

- literary features of set texts
- context of the prescribed works
- historical, religious and cultural references in the texts
- ideas, beliefs, arguments and practices revealed in the texts
- language and linguistic features of these texts

Requirements
Students will have studied Latin in Years 8-10. Students who are new to SCEGGS should have studied at least the equivalent of the Cambridge Latin Course, Books 1, 2, 3 and 4. They should complete, upon enrolment, a questionnaire that will help establish their level. This can be obtained from the Head Teacher of Languages. It may be necessary to bridge gaps in knowledge before starting Year 11. Students need to show a willingness to undertake the disciplined, sustained work required for successful language learning.

HSC Extension Course
The HSC Latin Extension Course will be made available to very able students who wish to study the language in greater depth in Year 12. They will build on knowledge and skills acquired in the Continuers Course and will acquire additional skills at a greater level of difficulty. Students will be introduced to more sophisticated Latin literature and will undertake a study of a literary genre such as lyric, satire, elegy or historiography. Prescribed texts will be read for intensive study and will be tested in the HSC Examination. An unseen text will also be translated and analysed in the examination. An option which is available only in the Extension course is prose composition in Latin; this involves a very thorough grasp of all course vocabulary and grammatical structures.
BEGINNER COURSES – JAPANESE BEGINNERS AND SPANISH BEGINNERS

As part of our vision for Languages at SCEGGS, we are excited to offer both Japanese and Spanish as Beginner courses. The introduction of these two courses use the expanded range of language offerings at SCEGGS and allow students to commence the study of a European and/or an Asian language at a beginner level in Year 11.

Why study Japanese?
The study of Japanese provides access to the language and culture of one of the global community’s most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural traditions of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. Agreements between the two governments provide Australian students with opportunities to host Japanese students, and to visit and study in Japan.

Both Australia and Japan are members of the Asia Pacific Economic Community. Japan is one of Australia’s leading trading partners. It is therefore important for Australia’s long-term economic and social future that its relationship with Japan continues to be enhanced.

The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Why study Spanish?
Spanish is the second-most spoken language (after Mandarin Chinese) in the world. It is the official language of over 20 countries: Spain, Venezuela, Argentina, Chile, Equatorial Guinea, Guatemala, Honduras, Nicaragua, Costa Rica, Ecuador, Peru, Mexico, Cuba, the Dominican Republic, Panama, Colombia, Bolivia, Paraguay, and Uruguay. The use of Spanish is also extremely widespread in the United Stated of America with Hispanics making up the largest minority group in that country. Learning Spanish opens the door for students to communicate with half a billion Spanish speakers worldwide!

Learning Spanish will prepare students to better understand and appreciate some of the Hispanic historical, political and cultural contributions that have helped to shape the modern world.

Not only does learning Spanish offer interesting insights into Hispanic history and culture but also provides a growing number of business and trade prospects across emerging markets in areas such as commerce, tourism, hospitality and international relations both in Australia and overseas. Spain is one of Australia’s top 20 trade partners and Latin America is now a major tourist destination for Australians.

Below are the specificities for Beginners' Language courses. These specifications apply to both the Spanish and Japanese Beginner courses.

Aim
To develop the students’:
- ability to use Japanese / Spanish to communicate with others in both spoken and written forms
- ability to reflect on their own culture and the human condition through the study of other cultures
- understanding of language as a system
- ability to make connections between Japanese / Spanish and English and other languages they may know
- cognitive, learning and social skills, and values
- potential to apply Japanese / Spanish to work, further study and leisure

Course Description
Students will learn grammatical structures, vocabulary and idiom within the context of topic areas prescribed in the Syllabus. These topics are:
- family life, home and neighbourhood
- people, places and communities
- education and work
- friends, recreation and pastimes
- holidays, travel and tourism
- future plans and aspirations
Students’ language skills are developed through such tasks as:
- exchanging everyday information, experiences and opinions in conversation in Japanese / Spanish
- responding to simple Japanese / Spanish spoken at near normal speed
- processing written Japanese / Spanish texts
- writing a range of different text types using everyday conversational patterns

The tasks required of students at the HSC are:
- **Speaking:** a 5 minute conversation in Japanese / Spanish
- **Listening:** answer questions in English on 9-10 shorter passages of spoken Japanese / Spanish text
- **Reading:** answer questions in English on four to five longer passages of written Japanese / Spanish text
- **Writing:** write three short texts in Japanese / Spanish

**Requirements**
Students need to show a willingness to do the disciplined, sustained work required for successful language learning. With the necessary motivation, application and willingness to follow advice it is possible to achieve at a high level of competence in all skills.

**Exclusion**
Those who have studied Japanese / Spanish prior to Year 10 cannot undertake this course. Those who have lived and/or been educated in a Japanese / Spanish speaking environment or who are native speakers are also ineligible. Other eligibility rules also apply. Students must complete a NESA statutory declaration in order to establish eligibility for this course.
MUSIC

MUSIC 2
This is an academically and musically rigorous course which is designed for students whose study of Music as an Elective during Years 9 and 10 has been supported by extensive formal opportunities for music learning, that have occurred outside class music programmes (i.e. music performance and musicianship or theory). This course develops sequentially from the Additional Study Course in the Music Syllabus 7-10. A high standard of musicianship is expected. So too, the pursuit of formal musical instrument tuition, musicianship/theoretical studies, continuing participation in co-curricular music ensembles and personal pursuit of opportunities to attend concerts, composition workshops and engage in musicological research, is expected.

Students will study in detail musical concepts through a variety of contexts (styles, periods and genres).
Concepts: Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture, Structure
Contexts: The contexts of music (styles, periods and genres) will be studied through specific topics.

Preliminary Course
Students will study the Mandatory Topic and ONE Additional topic.

Mandatory Topic: Music 1600 – 1900

Additional Topics: Students will study ONE Additional topic from the list below:
- Australian Music
- Music of a Culture
- Medieval Music
- Renaissance Music
- Music 1900 – 1945
- Music 1945 to Music 25 years ago

HSC Course
Students will study the Mandatory Topic and ONE Additional Topic.

Mandatory Topic: Music of the last 25 years (Australian focus)

Additional Topics: Students will study ONE Additional Topic from the list below which will be different from the topic studied in the Preliminary Course:
- Music of a Culture (different from Preliminary Course study)
- Medieval Music
- Renaissance Music
- Baroque Music
- Classical Music
- Music in the Nineteenth Century
- Music 1900 – 1945
- Music 1945 to Music 25 years ago

Each student will study the concepts and contexts through performance, composition, musicology and aural skill development.

Performance
Performance will be both solo and as part of an ensemble (up to 8 members). Students will develop critical interpretation skills, technical mastery and an understanding of programme development.

Composition
Students will study a wide range of compositional techniques. They will develop an understanding of main compositional styles of many genres and will be actively encouraged to develop their own style.

Musicology
Students will develop advanced analysis skills through research. Through written responses, students will learn how to develop an argument supported by musical evidence.

Aural
Skills in melody dictation will be developed along with aural recognition of concepts.
HSC Examination Requirements:

(a) Core (70 marks)

(i) Performance (20 marks: 15 marks Performance and 5 marks Sight Singing)
Students to perform ONE piece of music representing the Mandatory Topic – Music of the Last 25 Years (Australian Focus), and complete a vocal sight-singing requirement. Itinerant examiners will come to SCEGGS in early September to examine students.

(ii) Composition (15 marks)
Students will submit ONE original composition which must also represent the Mandatory Topic – Music of the Last 25 Years (Australian Focus). Students must complete and provide a musical score, a recorded performance, and a composition portfolio as part of the assessment and examination requirements.

(iii) Musicology (35 marks)
Students will undertake a 90 minute written examination which integrates aural and musicology skills and understandings. Unfamiliar music scores and audio excerpts are presented to assist the development of written responses.

(b) Electives (30 marks)
Students may choose an elective according to their personal interests and strengths. Electives are available in: performance (an additional 2 pieces), composition (an additional composition) or musicology (submission of a 1500 word essay).

EXTENSION COURSE - 1 Unit (HSC Only)
The Extension Course builds on Music 2 and assumes a very high level of music literacy, advanced performance or composition or musicology skills. A very high standard of musicianship is expected. So too, the pursuit of formal musical instrument tuition and musicianship/theoretical studies at very high levels, continuing participation in a range of co-curricular music activities, and personal pursuit of opportunities to attend concerts, composition workshops and engage in musicological research, is expected.

This course consists of one additional elective of the student's choice. Students choose one of the following:

Performance (50 marks) Students will perform THREE contrasting pieces of music. One piece must be an ensemble item, two must be solo items.

OR

Composition (50 marks) Students will submit TWO original contrasting pieces or movements. Students must complete and provide a musical score, a recorded performance, and a composition portfolio of each piece or movement, as part of the assessment and examination requirements.

OR

Musicology (50 marks) Students will submit one essay of 3000 words on an aspect of music they have studied in depth. A Musicology portfolio is to be developed and presented for assessment as a record of the musicological process.

MUSIC 1
Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable to meet the needs and interests of students with varying degrees of prior formal and informal learning in music. It accommodates the widely differing needs and abilities of students, ranging from broadly based to the desire to specialise, by allowing flexibility in the topic choice and areas of study. Students may enter the course from the Mandatory Course (Year 7), as well as from the Additional Course (Music Elective Years 8 – 10). Study in the Music 1 course will be enhanced and supported by the continuation of formal instrumental/vocal tuition and studies of musicianship/theory and participation in co-curricular Music activities.

It is a very flexible course which allows students to specialise in their area of musical strength. Students can design a programme of study and assessment which suits their needs and strengths. Sixty per cent of a student’s mark is attained in Electives, which are chosen by the student according to their musical interests and abilities.
The Music 1 course offers a very broad range of learning experiences and allows students to study in areas which are of interest to them. Students need to study at least 6 of the topics listed below. Students will have input into the choice of topics studied.

**Topics:**

<table>
<thead>
<tr>
<th>Instrument and its repertoire</th>
<th>Australian Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baroque Music</td>
<td>Jazz</td>
</tr>
<tr>
<td>Medieval Music</td>
<td>Methods of Notating Music</td>
</tr>
<tr>
<td>Music and Religion</td>
<td>Music and the related arts</td>
</tr>
<tr>
<td>Music for large ensembles</td>
<td>Music for Radio, Film and TV</td>
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<tr>
<td>Music for small ensembles</td>
<td>Music in Education</td>
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<tr>
<td>Music of the 18th Century</td>
<td>Music of the 19th Century</td>
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<tr>
<td>Music of the 20th and 21st Centuries</td>
<td>Popular Music</td>
</tr>
<tr>
<td>Renaissance Music</td>
<td>Rock Music</td>
</tr>
<tr>
<td>Technology and its influence on music</td>
<td>Theatre Music</td>
</tr>
<tr>
<td>Music of a Culture (Preliminary Course)</td>
<td></td>
</tr>
<tr>
<td>Music of a Culture (HSC Course)</td>
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</tbody>
</table>

**Concepts:**

Duration, Pitch, Dynamics and Expressive Techniques, Tone Colour, Texture, Structure.

Each student will study the topics and concepts through the learning experiences of: performance, composition, musicology and aural.

**Performance**

Classroom based activities in both solo and ensemble performance.

**Composition**

Students will improvise, arrange and compose in a variety of styles.

**Musicology**

Students will respond orally and in writing. They will examine critically the specific musical features, which are typical of each genre studied.

**Aural**

Students will develop skills in aural analysis in a variety of musical genres.

**HSC Examination Requirements:**

The Music 1 examination is marked out of 110 marks:

**(a) Core (50 marks)**

(i) **Performance (20 marks)**

Students to perform ONE piece. The piece must represent one of the three topics studied in the HSC course. Itinerant examiners will come to SCEGGS in early September to examine students.

(ii) **Written Examination (30 marks)**

An aural examination, not exceeding 60 minutes, which will require students to answer questions on the use of musical concepts related to specific musical extracts. The questions will relate to musical excerpts broadly reflecting the range of topics offered for study.

**(b) Electives (60 marks)**

Students may choose any combination of electives to the value of 60 marks. Students must represent in their electives each of the THREE topics studied during the HSC Course.

(i) **Performance (20 marks)**

Students will perform ONE piece representative of a topic studied.

(ii) **Composition (20 marks)**

Students will submit ONE original composition. Students must complete and provide a musical score, a recorded performance, and a composition portfolio as part of the assessment and examination requirements. Compositions are submitted in September.

(iii) **Musicology (20 marks)**

Students will prepare ONE viva voce representing a topic studied. Students must demonstrate their understanding of the use of the concepts in the music studied.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Preliminary and HSC Course Overview

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement in their lives.

This syllabus focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects of health. The examination of individual, family and community values and beliefs and the socio-cultural and physical environments in which we live provides an explanation for health status and sustainable solutions for better health.

This syllabus also includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves and the socio-cultural influences that regulate movement. Scientific aspects to be studied include anatomy, physiology, biomechanics and skill acquisition. Students also think critically about aspects of history, economics, gender and media as they impact on patterns of participation in physical activity and the ways that movement is valued. These areas of study prepare students to be informed participants in movement culture, skilled, intelligent performers and analysts of movement.

As students are presented with particular PDHPE issues, they are challenged to examine them in socially imaginative ways and respond in terms of individual plans, lifestyle decisions and clarification of values. The syllabus gives emphasis to the development of those skills that enable students to translate knowledge, understanding and belief into action. This includes the ability to:

- research, inquire and question in order to facilitate transfer of learning in a challenging society
- define issues, identify and consider outcomes of possible solutions
- choose, implement and evaluate courses of action
- resolve conflict, assert rights and access social support

All aspects of PDHPE are of relevance to all young people and, as such, the syllabus prescribes a core of study that represents the breadth of the learning area. It is acknowledged, however, that senior students will have particular areas of interest that they wish to pursue in greater depth. Consequently, the syllabus offers a significant options component designed to enable the class as a whole to specialise in the chosen areas.

Preliminary Course

Core Strands (60% total)
- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options (40% total)
Select two of the following options:
- First Aid (20%)
- Composition and Performance (20%)
- Fitness Choices (20%)
- Outdoor Recreation (20%)

HSC Course

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

Options (40% total)
Select two of the following options:
- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

The study of PDHPE in Stage 6 provides students with knowledge, skills and understanding that form a valuable foundation for a range of courses at university and other tertiary institutions, including health and movement sciences and paramedical and recreational fields.
The Year 11 and 12 (Stage 6) Science Courses aim to build upon the foundations of Science taught throughout K-10, but allow students to select one or more specific disciplines of Science of particular interest to them. As students complete their final years of Science at SCEGGS, we want them to fully appreciate the contribution of Science to finding solutions to personal, social and global issues relevant to their lives now and in the future. We want our students to remain curious, to have well-developed problem solving skills, and to show a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.

The courses in Science that may be studied at SCEGGS for the Higher School Certificate are:

- Biology – 2 Unit
- Chemistry – 2 Unit
- Physics – 2 Unit

Students may elect to study one, two or three of the above 2 Unit Science courses in Year 11.

We would recommend that those students who intend to follow a career in Science should take at least four units of Science.

_Students opting to take the 2 Unit Physics and Chemistry Courses should be competent in Mathematics, given that these courses involve a relatively high amount of numerical problem solving. In particular, students electing to take the 2U Physics course would benefit from studying at least the 2U Mathematics Course._

_Students who studied Year 10 Science in the Core Classes, thinking of choosing Physics or Chemistry in Year 11, should talk with their Year 10 teachers to discuss any potential challenges that these courses may present in Year 11._

Each Science subject currently requires six periods of study per cycle for both the Year 11 and Year 12 Courses, and each follows the guidelines for programming and assessment contained in the NSW for the Australian Curriculum Stage 6 Syllabi, produced by NESA (NSW Education Standards Authority).

These syllabus documents mandate four Modules to be studied in each the Year 11 and the HSC Courses. Each syllabus also mandates the inclusion of 15 hours of 'Depth Studies' in both the Year 11 and the Year 12 Course. The nature of the Depth Studies will be chosen by the teacher and will aim to engage students in specific areas of science and allow time for them to develop a broader knowledge of these areas. Depth Studies may include activities such as fieldwork, first-hand investigations, collaborative projects, wide-reading on the topic etc. At least one assessment task in Year 11 and Year 12 will assess an aspect of a Depth Study.

In each of the Science Courses, there is an emphasis on developing students’ skills in working scientifically. Students must complete 35 hours of practical/fieldwork during both the Year 11 and the Year 12 Courses.

Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations include:
- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:
- locating and accessing a wide range of secondary data and/or information using and reorganising secondary data and/or information.

In completing these practical investigations, students will be given ample opportunity to refine the key _Working Scientifically_ skills that are also mandated in each Stage 6 syllabus. Working Scientifically skills are at the core of conducting practical and secondary-sourced investigations in science, and include:

- questioning & predicting
- planning investigations
- conducting investigations
- processing data and information
- analysing data and information
- problem solving
- communicating
Reporting and Assessment

Students studying Science will be provided each semester with a record of their achievement. This will include an achievement mark (expressed as a %) for each and a grade based on their achievement in each Report Outcome below:

- Demonstrate knowledge and understanding of fundamental concepts and theories
- Apply theories and models to explain concepts and theories
- Demonstrate a range of practical, investigative and research skills
- Communicate using appropriate biology/chemistry/physics language and conventions

Only the four Modules studied in the Year 12 Courses will be examined in the HSC Examination, however, some of the core material covered in the Year 11 Course will be assumed knowledge for the Year 12 Course and may be included in the HSC Examination.

Subject Specific Information

BIOLOGY

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

The Four Modules included in each Course are:

**Year 11:**
- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

**Year 12:**
- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders
CHEMISTRY

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

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

The Chemistry course builds on students’ knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

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

The Four Modules included in each Course are:

Year 11:
- The Properties & Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

Year 12:
- Equilibrium and Acid Reactions
- Acid-base Reactions
- Organic Chemistry
- Applying Chemical Ideas

PHYSICS

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students’ Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students’ knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies and lays the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.
The Four Modules included in each Course are:

**Year 11:**
- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity & Magnetism

**Year 12:**
- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom
Visual Arts is an exciting, stimulating course which encourages students to express themselves in visual form as well as written form. A study of Visual Arts enables students to critically appraise visual imagery and to create images as a way of communication with others. A study of Visual Arts at Secondary level leads into post-school opportunities and creative areas of study. It can enrich the students’ outlook, extend their interests and increase their opportunities for interaction with the culture in which they live. In a world dominated by visual imagery, a study of Visual Arts is an empowering experience that immerses students in analysis, history, culture, politics and the world of debate.

Preliminary Course
The Preliminary Course involves a broad study of the visual arts through making artworks in a range of media areas, recording ideas and processes in a process diary and a broad investigation of ideas in art criticism and history.

The course is made up of the Practices of artmaking, art criticism and art history. These practices are studied through the perspectives of the Frames (structural, cultural, subjective and postmodern) and through the Conceptual Framework (artwork, world, audience and artist).

The students will also make artworks from media such as drawing, painting, printmaking, photography, digital media, sculpture, ceramics, textiles, fibre, film and performance.

The students will keep a Process diary in which they record their creative processes. 50% of the students work is artmaking and 50% is art studying – made up of two assignments (one in Term I and one in Term III) and two examinations (one in Term I and one in Term III).

The themes that the students will engage with are loosely based around landscape, the object, and the body. Students will take advantage of current exhibitions to enhance their learning. Students will be encouraged to write about and discuss art in an informed manner.

The Assessment calendar and excursion dates are published on The SCEGGS Learning Management System at the beginning of the year. Assignments are published on The SCEGGS Learning Management System four weeks before the due date.

HSC Course
The HSC Course builds on the knowledge, understanding and skills gained in the Preliminary Course. Students engage in a deeper, more sustained investigation of art Practice, the Conceptual Framework and the Frames as described in the Preliminary Course outline.

Students create a Body of Work. The Body of Work is an individual work or a series of artworks in either one media or a range of media areas, expressing the student’s investigations into a particular theme. 50% of the student’s work is artmaking and 50% is art studying.

Students can make their Body of Work in one or more of the following areas:-  
- drawing  
- painting  
- printmaking  
- photomedia  
- graphic design  
- sculpture  
- ceramics  
- textiles and fibre  
- designed objects and environments  
- film  
- documented forms  
- interactives  
- collection of works

In the HSC Course students undertake Case Studies as a way of interacting with the content of the studying component of the course. These will be constructed to cover the content of the Frames, Conceptual Framework and the Practices of art history and art criticism. The focus of the students’ study will be modern and contemporary art from Australia, Europe and America. Case studies could include: Abstraction, Art in public spaces, the work of individual artists, earth and installation art, Australian Perspectives and Biennale.
The students will keep a Visual Arts Process Diary (VAPD) in which they record their creative processes. The Process Diary is used as a tool in teaching and learning, particularly in the area of artmaking. The external exam will assess the Body of Work and a written examination paper of 1½ hour’s duration.

As in junior years the course will utilise the commercial galleries in the area and the Art Gallery of NSW and the Museum of Contemporary Art when exhibitions relate to the students current areas of study.

Students are provided with an assessment booklet, prepared by the school at the beginning of the course that outlines tasks, due dates, requirements of practical work, sample test and samples of writing tasks.

The assessment schedule is published on The SCEGGS Learning Management System at the beginning of the year. Assignments are published one month before the due date on The SCEGGS Learning Management System also.