



SCEGGS Darlinghurst

Information For Parents

Preliminary and HSC Courses Guidelines

Preliminary (Year 11) – 2027
HSC (Year 12) – 2028

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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.
- have completed Year 10.
- have completed All My Own Work (AMOW).
- have satisfactorily completed courses which comprise the pattern of study required by the Board for the award of the HSC.
- demonstrate a minimum standard of literacy and numeracy.
- undertake and make a serious attempt at the HSC examinations.

HSC PATHWAYS

Most students will follow a 2-year program 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 4 of Year 11. The Pathways provision allows flexibility in attaining the HSC either through *acceleration* (i.e. completing courses at a faster rate than usual) or *accumulating* (i.e. completing courses over a longer time than usual).

Students may take up to five 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 is provided on page 8.

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 only offer one 2 Unit course.

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 two units in the Preliminary Course and two units in the HSC Course. Each unit requires 60 hours of programmed study per year (i.e. two 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 one 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, Music and Science. 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

The content in each course for the Higher School Certificate is divided into a Preliminary and Higher School Certificate course. Most students will follow a two-year program of study, with the Preliminary courses taught in Year 11 and the HSC courses usually commencing in Term 4 of Year 11 and throughout Year 12. The Pathways provision allows flexibility in attaining the HSC either through *acceleration* (i.e. completing courses at a faster rate than usual) or *accumulating* (i.e. completing courses over a longer time than usual).

Currently, English is the only compulsory HSC subject. At SCEGGS, we strongly recommend that all girls also study a Mathematics course. To be eligible for the award of the Higher School Certificate students must satisfactorily complete at least 12 units of a Preliminary course pattern of study and a minimum of 10 units of an HSC course pattern of study. However, at SCEGGS we recommend students study 11 or more units for the HSC. 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 (i.e. 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 no more than 7 units of courses in Science can contribute to the 10 HSC units required for the award of the Higher School Certificate.

On the next page is a list of the Board Developed courses offered at SCEGGS for Preliminary study in 2027 and HSC study in 2028, provided there is sufficient demand for each course. All courses are 2 Unit courses, unless otherwise indicated.

* = 1 unit course

SUBJECT	PRELIMINARY COURSES	HSC COURSES
English	English Standard English Advanced English Extension 1 *	English Standard English Advanced English Extension 1 * English Extension 2 *
Mathematics	Mathematics Standard Mathematics Mathematics Extension 1 *	Mathematics Standard 2 Mathematics Mathematics Extension 1 * Mathematics Extension 2
Science	Biology Physics Chemistry	Biology Physics Chemistry Science Extension *
Languages	French Continuers Latin Continuers Chinese Continuers Japanese Beginners Spanish Beginners	French Continuers and Extension * Latin Continuers and Extension * Chinese Continuers and Extension * Japanese Beginners Spanish Beginners
Personal Development, Health and Physical Education	Health and Movement Science	Health and Movement Science
History	Modern History Ancient History	Modern History Ancient History History Extension *
Social Sciences	Economics Geography Business Studies	Economics Geography Business Studies
Music	Music 1 Music 2	Music 1 Music 2 Music Extension *
Visual Arts	Visual Arts	Visual Arts
Drama	Drama	Drama
Technological and Applied Studies	Design and Technology Enterprise Computing	Design and Technology Enterprise Computing
Religious Education	Studies of Religion 2	Studies of Religion 2

This booklet provides a brief outline for each course.

ASSESSMENT: PRELIMINARY AND HSC COURSES

Each department at SCEGGS prepares comprehensive assessment programs 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 program 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 through 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 program. 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 4 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 *Students 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 statewide 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 two units of English. Board Developed courses must include at least three courses of two units or greater, and at least four 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 two 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.

PRELIMINARY AND HSC COURSES

ENGLISH

In 2026, a new Syllabus was implemented for all Preliminary English students in NSW. The following statement from the syllabus summarises the Aim for English in the Stage 6 English Syllabus:

The aim of English in Years 11 and 12 is to enable students to understand and use language effectively. Students have opportunities to appreciate, reflect on and enjoy literature, 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 world.

(Stage 6 English Syllabus)

Overview of English Stage 6 Courses

At SCEGGS, all students will study either **English Standard** or **English Advanced** in **Year 11**.

In **Year 11**, students may also elect to study **English Extension** (1 unit).

In **Year 12**, students who are completing both English Advanced and Extension English may elect to study **English Extension 2** (1 unit).

ENGLISH (STANDARD) – 2 Unit

English Standard 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. The course supports a range of approaches to interacting with texts so that students become flexible and critical thinkers, capable of appreciating the diversity and variety of cultural heritages that make up Australian society. Students further develop skills in literacy and independent, collaborative and reflective learning required for post-school life, including the world of work and post-school training and education.

ENGLISH (ADVANCED) – 2 Unit

English Advanced is designed for students who have a particular interest and ability in a subject that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse, evaluate and respond imaginatively and critically to literary texts drawn from a range of contexts and cultures, including literature from the past and present and from Australia. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing world.

Students undertaking English Advanced may additionally choose to study:

ENGLISH EXTENSION 1 – 1 Unit

English Extension 1 provides students with the opportunity to extend their use of language and self-expression in creative and critical ways. Students engage with increasingly complex concepts through a broad range of literature from different contexts. Through this, they refine their understanding and appreciation of the significance of texts, and the way that literature shapes and reflects the world.

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
- a related independent research project in which students research a range of texts as part of their independent project

The **Year 12 English Extension** course requires students to undertake:

- the Common Module: Literary Worlds in which a range of analytical and creative texts are explored to consider the construction of “literary worlds”
- an Elective in which three prescribed texts and two texts of the students’ own choosing are studied under a themed heading such as “Confessional Worlds” or “Historical Worlds”

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

ENGLISH EXTENSION 2 – 1 Unit

English Extension 2 extends students’ conceptual understanding of the ways literature is read and written through their consideration of authorship and their authorial role. Students develop their understanding of the composition process to create a substantial and original Major work.

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

- A module titled “Author and Authority” in which students interrogate the nature of literary authority and complete and author study of either Henry James, Haruki Murakami or Alexis Wright.
- An original Major work of their own choice, grounded in research into concept and form.

In 2027, Extension 2 will be assessed both through examination and the submission of an original Major work.

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 areas 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 2**
- **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) / 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.

These courses are particularly suited to students who have studied the Standard course in Year 10 and to those who have found the more abstract components of the Mathematics or Higher courses especially difficult.

The Preliminary Course covers the following areas:

- Formulas and Equations
- Linear Relationships
- Earning and Managing Money
- Applications of Measurement
- Time and location
- Networks, paths and trees
- Data analysis

The HSC Course covers the following areas:

- Algebraic relationships
- Investments and loans
- Annuities
- Trigonometry
- Ratios and Rates
- Network flow and Critical path analysis
- Relative frequency and probability
- The Normal Distribution

Mathematics Standard and Standard 2 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.

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:

- Functions
- Probability
- Real functions
- Trigonometry
- Series and Financial applications
- Differential Calculus
- Integral Calculus
- Graphing Techniques
- Logarithmic, exponential and trigonometric functions

Students undertaking Mathematics Advanced may additionally choose to study:

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
- Rates of Change
- Permutations and Combinations
- Polynomials
- Differential Equations
- Proof by Mathematical Induction
- Inverse functions
- The Binomial Distribution
- Vectors

Mathematics Extension 1 is advised for students who have achieved a high standard in the Year 10 Mathematics or Higher courses. 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:

- The Nature of Proof
- Complex numbers
- Further work in Vectors
- Further integration
- Applications of Calculus to Mechanics

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

BUSINESS STUDIES

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Preliminary Course Content

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

HSC Course Topics

- **Operations** – the strategies for effective operations management and the impact of government policy, corporate social responsibility and globalisation.
- **Marketing** – developing and implementing successful marketing strategies.
- **Finance** – interpreting financial information in the planning and management of a business.
- **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.

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 and production and the impact of these activities today. They will have the opportunity to explore and develop technological skills and demonstrate insight into the future uses of technology while articulating arguments on a range of issues and consequences including environmental and social impacts.

Students investigate the importance of evaluation, project 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 design modules, research and present a designer case study and undertake yearly examination. The study of design and production includes:

- design processes, creativity
- collaborative design
- research methodology
- project management
- communication techniques
- manufacturing and production processes
- Sustainable Development
- human centred design principles the safe application 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.
- Critically evaluate factors that impact on the success of innovation and the impact of emerging technologies on individuals, society, and the environment

The HSC examination consists of a 1½ hour written paper (40%) and the Major Design Project (60%).

DRAMA

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

Course components:

Preliminary Course

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

HSC Course

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

Preliminary Course Content

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:

- Theatrical Forms and Conventions – Verbatim and Epic Theatre (Brecht)
- ‘Putting on a Show’ – The role of Director and Marketing/Promotion
- Ensemble Self-Devised Project
- Reading and Staging Theatre texts
- Contemporary Australian Theatre

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: Dramatic Traditions in Australia
- Studies in Drama and Theatre: The Voice of Women in Theatre

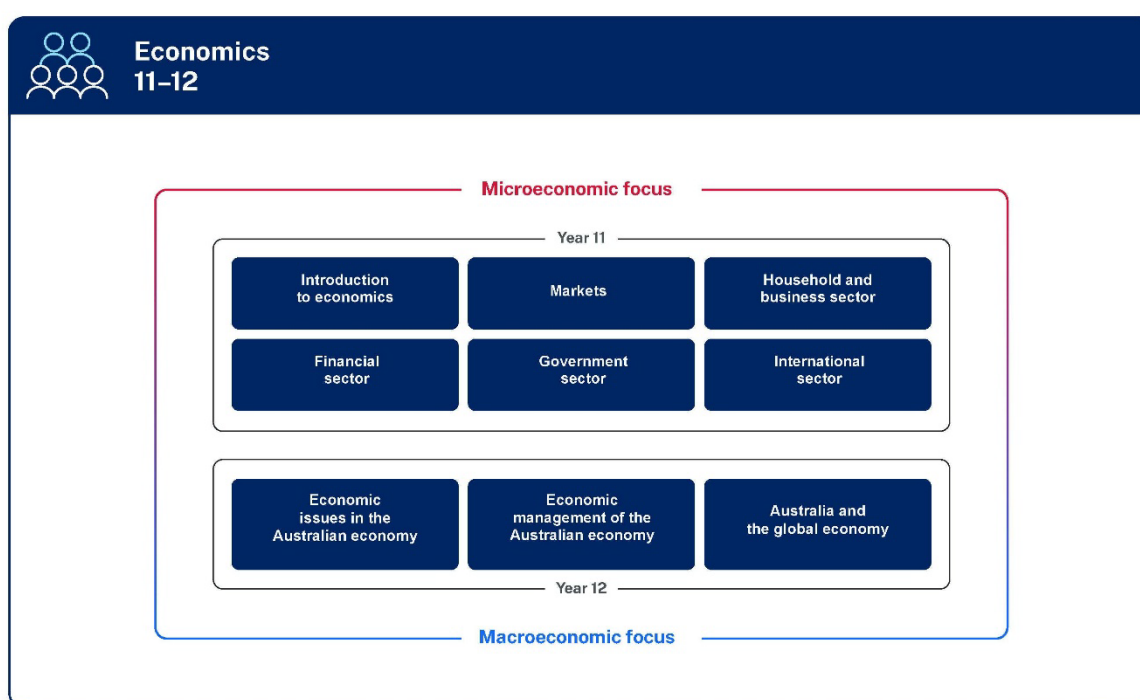
The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides an opportunity for each student to demonstrate her performance skills.

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.**

ECONOMICS

The study of Economics equips students with models and practical tools to understand the consumer, business and financial environments in which they live, work, spend, save and invest and the skills to make informed economic decisions. It builds awareness of the importance of government spending and taxation to fund the institutions, infrastructure and services that underpin the functioning and stability of Australia's economic system and maintain high standards of living.

The *Economics 11–12 Syllabus* provides opportunities for students to engage with economic, political, social and environmental issues and policies, preparing them to contribute to public discourse as informed and responsible citizens.



Preliminary Course

The *Economics 11–12 Syllabus* has an overarching emphasis on microeconomics in the Year 11 course, beginning with a study of the foundation principles and models of the discipline, followed by extensive learning of demand and supply in Markets, with the Household and business sector, Financial sector, Government sector, and International sector arranged around the circular flow of income model. The content of the Preliminary Course provides an essential foundation for the HSC Course.

Content

- Introduction to Economics, economic thinking, how economies operation and introduction to a number of economic models including production possibilities, the circular flow and the business cycle
- Markets – how price is determined in a market; demand and supply analysis, market structures, types of market failures and government intervention in market failure.

- Household and business sector – the consumption of goods and services and the provision of labour and the production of goods and services and the provision of income.
- Financial sector– the role of financial markets including debt and equity markets.
- Government sector – the role of government including taxation and spending.
- International sector – international trade and international investment, exchange rates and balance of payments.

HSC Course

The Year 12 course has a primary focus on macroeconomics through the study of Economic issues in the Australian economy, Economic management of the Australian economy, and Australia and the global economy. The structure of the course provides students with opportunities to apply their knowledge of economic principles to a range of real-world contexts. Content

- Economic issues in the Australian economy – economic growth, employment and unemployment, inflation, inequality and environmental sustainability.
- Economic management of the Australian economy – fiscal policy, monetary policy, microeconomic policy, labour market policy, environment policy and the policy mix
- Australia and the global economy– global trade, global investment, exchange rates, international economic development, impacts of the global economy on Australia.

ENTERPRISE COMPUTING (Enterprise)

Enterprise Computing refers to business-oriented information technology that is critical to a company's operations. During the study of Enterprise Computing 11-12 (Enterprise), Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social, and environmental initiatives. Through project-based learning, students are able to apply their knowledge and skills in interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Students will gain a good working knowledge of:

- Technologies that support enterprise-based information systems
- The interactive nature of effective information-based systems
- Current 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 cyber security
- The communication, personal, and team skills necessary to ensure that digital solutions are 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:

- think creatively, devise solutions, and communicate information to a range of audiences using a variety of computing resources
- apply computing technologies and systems thinking to data analysis
- solve (or improve) enterprise challenges, such as those relating to social, commercial, or industrial issues

Preliminary Course

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

- Interactive Media and the User Experience such as VR & AR
- Networking Systems and Social Computing
- Principles of Cybersecurity

HSC Course

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

- Data Science
- Data Visualisation
- Intelligent Systems IoT and Ai
- Enterprise Project

The HSC consists of a two and half hour written examination. School-Based Assessment will be based on the HSC Course content. This includes project work which is assessed internally by the school.

GEOGRAPHY

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.

Year 11

- **Topic 1: People, Patterns & Processes**

A study of the spatial patterns and extent of the human footprint on Earth, including demographics and resource consumption. Processes influencing 'culture of place' and cultural change, including globalisation are also explored in this topic. This topic is investigated through comparative population studies from around the world and a local case study of Sydney's 'ethnic enclaves' including fieldwork.

- **Topic 2: Earth's Natural Systems**

A study of Earth's uniqueness, diversity, and value along with the natural processes and cycles that change the Earth's land and water cover. This topic is explored through a case study of the Kosciuszko National Park including fieldwork.

- **Topic 3: Human-Environment Interactions**

A study of human induced changes to the environment, including climate change. The extent and rate of melting of arctic ice sheets, along with the human-environment interactions, both contemporary and traditional, within a geographic region are investigated. This topic is explored through relevant global case studies and the Kosciuszko National Park fieldwork.

- **Topic 4: Geographical Investigation**

This is an exciting opportunity for students to undertake an individual investigation of a local contemporary geographic issue of their choice. In doing so, they demonstrate the key stages of planning, ethical primary & secondary research, processing and communication of their findings.

Year 12

- **Topic 1: Global Sustainability**

A study of environmental, economic, social and cultural sustainability in the contemporary world, inclusive of sustainable principles, practices and their evaluation. The global economic activity of energy production is studied as a 'vehicle' in exploring these elements of sustainability.

- **Topic 2: Rural & Urban Places**

A study of the characteristics and spatial patterns of settlements, including urban hierarchies, the nature of urbanisation and sustainable management strategies. Both urban and rural settlements are a focus of this topic, including one large city outside of Australia. To explore these concepts, case studies of the urban precinct of Barangaroo (inclusive of fieldwork), the regional centre of Dubbo, and the megacity of Mexico City will be explored.

- **Topic 3: Ecosystems and Global Biodiversity**

A study of the theory of ecosystem functioning, the values held by ecosystems, ecological and human stresses placed on ecosystems, along with sustainable traditional and contemporary management responses. Case studies of two different ecosystems are explored with an emphasis on their comparative sustainable management and scientific research strategies. To investigate this topic inter-tidal wetlands and coral reef ecosystems are studied, inclusive of local fieldwork.

ANCIENT HISTORY

Year 11

Case Studies:

- **Tiberius Gracchus and the City of Rome**

In this unit of work, students will be introduced to the wonders of Ancient Rome. They will examine many of the city of Rome's most famous sites, including the Roman Forum, and 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. A particular focus of this unit will be the rise to prominence of Tiberius Gracchus and the significance of his tribunate to developments in the Roman Republic.

- **Hannibal and the Punic Wars**

This case study will provide students with the opportunity to explore the significance of the ancient society of Carthage and its significant conflicts with the expanding Roman Empire. They will explore a range of ancient and modern sources to evaluate the significance of Hannibal, the Carthaginian general known for his famous march across the Alps with war elephants to take his battle to the Romans.

- **Homer, the Trojan War and the Odessey: The Legend and the Legacy!**

The book *Troy: City, Homer and Turkey* (2012) features the following blurb:

"There is no city in history more evocative of the imagination than Troy. Since the famous poet Homer wrote his Iliad and Odyssey in the 8th century BCE, many other have studied, reinterpreted, sung and laid claim for themselves to the city, the war between the Greeks and the Trojans, and the famous Wooden Horse. Roman emperors and European royalty traced their roots to Trojan or Greek heroes. Alexander the Great visited Troy before he embarked on this conquest of the East..."

Our students will have the chance to explore Troy for themselves in this unit, interrogating it as a site of historical myth and memory, thinking about its role in the evolution of the discipline of Archaeology, and examining its place in art and cultural productions from the works of Homer in the Ancient period to contemporary representations by Christopher Nolan!

- **Features of Ancient Societies: Women in Greece**

Using into knowledge gained in their unit on Troy, students will consider the role of women in Ancient Greece, exploring e their social, economic, political and religious roles in a variety of time periods and places in the Ancient Greek world. 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 allow students to 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 from the Old Kingdom to the New Kingdom. Students will study a range of artefacts found in the tombs of kings and nobles, with a particular focus on the tomb of Tutankhamun, in order to gain insights into the religious, political, social and economic life of Ancient Egypt.

- **Historical Investigation - Death and Funerary Customs in another Ancient Society**

Using their class study of Death and Funerary Customs in Egypt as a guide, students will conduct their own historical investigation of death and funerary customs in another Ancient Society. Students may choose to focus their investigation on customs in societies including China, Persia, India, Celtic Europe and Greece. 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 79 CE 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 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.

- **Historical Personalities– 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 prominent 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 his legacy.

- **Historical Period – Rome – The Fall of the Roman Republic 78-42 BCE**

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 alliance of the First is charted from its formation to its ultimate breakdown, leading to the Civil Wars that dominated the final decades of the Republic.

MODERN HISTORY

Year 11

- **Case Study A: The Last Days of the Romanovs**

The Last Days of the Romanovs explores 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 1839-1949**

This topic explores a period of war, revolution and upheaval over a century of Chinese history. Students will investigate the concept of revolution in order to examine key forces and events in China in this period, including the Opium Wars and the Boxer Uprising, 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 rise to prominence of Mao Zedong and examines his role in key events including the Long March, the Sino-Japanese War and Civil War.

- **Historical Investigation: The era of decolonisation**

The age of decolonisation was a key transformational period in Modern History. In this unit, students will consider the historical context and nature of imperialism in the early 20th century and the reasons for the collapse of empires as the century continued. Students will explore the nature of decolonisation in Vietnam as a class case study, and will then design their own investigation into another case study of decolonisation, for example, Algeria, Angola, India, Indonesia, Kenya, or Rwanda. The aim of the historical investigation is to provide opportunities for students to develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.

- **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. Throughout this topic, students will explore the historical memory of World War I and its representation in art, film and literature.

Year 12

- **Core Study: Democracy and dictatorship 1919–1939**

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 and Italy, 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 its impact on Jewish people, women, youth and workers will be studied. Nazi use of terror and propaganda to gain and maintain control, and opposition to the Nazi regime will also be studied.

- **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 was 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.

- **Peace and Conflict: The Cold War 1945-1991**

The 46-year Cold War (or 'Long Peace') is a 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 two superpowers of the USA and the Soviet Union and their dangerous 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 Ronald 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: From 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 educational effects of the Cultural Revolution. This topic continues with a consideration of the period after Mao Zedong, including the role played by Deng Xiaoping in creating Modern China. Our study will conclude with an examination of the events centred on Tiananmen Square in 1989 and their impact on China.

Students undertaking Ancient History or Modern History may additionally choose to study:

HISTORY EXTENSION (Year 12 only)

Constructing History

- What is history?
- Who are the producers of history in different eras?
- How has history been constructed, recorded and presented in different eras?
- Why have approaches to history changed in different eras?

These challenging questions form the basis of this course. Students are introduced to the contested nature of History from the Ancient World to the present and are asked to analyse historiographical concepts and debates including historical truth, the role of context, audience and technology in historical constructions, the use and misuse of history, and popular and academic history. Students also use the key questions to undertake a case study of Margaret Thatcher, considering debates centred on her character, identity and motivations, leadership and achievements, and her impact and legacy.

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.

This course is only open to students in Ancient and Modern History.

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, as well as responding to a French text in French
- **Writing:** write a short informative or descriptive text in French; write an extended response which could be evaluative, persuasive or reflective

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 Quoi de Neuf Course Books 1, 2, 3 and 4. 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 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 from next year is a series of ten contemporary songs and the discussion of current issues relating to three prescribed issues: Connectedness, Empathy and Cultural Diversity.

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

CHINESE (MANDARIN) CONTINUERS and EXTENSION

Aim

To develop students’:

- ability to use Chinese 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 Chinese and English and other languages they know
- cognitive, learning and social skills, and cultural values
- potential to apply Chinese 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 Chinese and their knowledge of Chinese 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 the culture of Chinese speaking community through the study of a range of texts that include selections from literature, poetry, film, song, Internet resources and Chinese language magazines.

Main Themes

- The Individual, for example relationships, aspirations for the future and personal identity
- The Chinese Speaking Communities, for example history, culture and lifestyle
- The Changing World, for example youth issues, world of work and tourism

Students’ language skills are developed through tasks such as:

- exchanging information, opinions and experiences in conversation in Chinese
- responding to aural stimuli
- 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 Chinese
- **Listening:** answer questions in English on 8-10 shorter passages of spoken Chinese text
- **Reading:** answer questions in English on two longer passages of written Chinese text, as well as responding to a Chinese text in Chinese
- **Writing:** write a short informative or descriptive text in Chinese; write an extended response in Chinese which could be evaluative, persuasive or reflective

Requirements

Students should have completed the Chinese course in Years 8-10 or have a linguistic competence at least at that level. Students' Chinese should be at a level equivalent to the *Nihao* Course Books 1, 2 and 3. 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 Chinese Extension Course will be made available to 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: Pursuit of personal goals, Relationships and Social inequality.

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 Chinese that demonstrates an in-depth understanding of the set text
- a presentation of a spoken argument in Chinese
- and a piece of discursive writing in Chinese 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. 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. They also undertake unseen translation of passages from the works of Cicero and Virgil. 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 uses the expanded range of language offerings at SCEGGS and allows 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 in the world. It is the official language of over 20 countries in Europe, Africa, and the Americas. The use of Spanish is widespread in the United States 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 offer interesting insights into Hispanic history and culture. Spanish is considered one of the easier languages for an English speaker. The grammar and pronunciation are different to English, but it is simpler and more consistent.

Language-related jobs are in demand in the rapidly changing global job market. There is 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 25 trade partners and Australia has trade agreements with several countries in Latin America. The increase in "streaming" through the pandemic has also opened up more roles in translating and technology-based industries.

**Below are the specifications 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

It should be noted that these courses are fast-paced and cover a significant amount of material in a relatively short time. 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 more than 100 hours of 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 1

Music 1 is a broad focused subject that spans contemporary to classical music, and everything in between. It is very flexible course which allows students to specialise in their area of musical strength.

Students are expected to undertake private tuition on their instrument or voice. Students should also be a member of one or more ensembles to assist in their development as musicians

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.

Preliminary Topics:

- **Contexts of Music**
Students study a broad range of styles & genres as an introduction to HSC music
- **Creative Practice**
Students further develop their performance, composition & listening skills
- **Music in focus**
Students choose an aspect of music to study in depth. This might be a genre, composer, cultural tradition, or some other aspect of their choice.

HSC Topics:

- **Music of the Last 25 Years**
Students study Australian music of the last 25 Years, across a broad range of genres, within a global context
- **Music across Cultures, Traditions and Time**
Students will study the music of one style, region, culture, religion or historical period
- **Music for Screen, Stage & Story**
Students will explore one aspect of music for screen, stage & story

Each student will study the topics and element of music through the learning experiences of performance; composition; and listening, analysing & responding.

HSC Assessment Requirements:

Internal

- **Knowledge & Understanding of Course Content (50%)**
- **Skills in Performance, Composition & Musicology (50%)**

External

- **Written Paper (40%)**
- **Performance Core (20%)**
Students will perform ONE piece that does not exceed 5min in duration. Repertoire must be drawn from ONE of the following topics:
 - Music Across Cultures, Traditions and Time
 - Music for Screen, Stage & Story
- **Composition Core (20%)**
Students will compose ONE piece of music that represents a style or genre indicative of Music of the Last 25 Years. The piece must not exceed 3min in duration. Students only need to submit an audio recording to NESAs.
- **Elective (20%)**
Students will choose to submit ONE performance, composition or viva voce (musicology). The elective must be drawn from ONE of the following topics:
 - Music Across Cultures, Traditions and Time
 - Music for Screen, Stage & Story

If students choose performance, the topic must be different to that chosen for Performance core.

MUSIC 2

Music 2 is an academically and musically rich course that provides students with a broad education across a variety of styles, genres and learning experiences. Students develop skills in performance, composition, aural skills and musicology, with each supporting the other.

Students are expected to undertake private tuition on their instrument or voice. Students should also be a member of one or more ensembles to assist in their development as musicians.

Preliminary Topics:

- Music of Western Art Traditions 1 (1600-1900)
- Music for Drama, Movement and Entertainment
- Music of the 20th & 21st Centuries

HSC Topics:

- Music of the Last 25 Years (Australian Focus)
- Music of Western Art Traditions 2 (1600-25 years Ago)
- Elective Project

Students complete a performance, musicology or composition elective in one of the following areas:

- Music of Aboriginal and/or Torres Strait Islander Peoples
- Music of Global Cultures and Traditions
- Jazz
- Early Music (pre-1600)
- Music of the Baroque Period
- Music of the Classical Period
- Music of the Romantic Period
- Music of the 20th Century
- Music of the 21st Century

HSC Assessment Requirements:

Internal

- **Knowledge & Understanding of Course Content (50%)**
- **Skills in Performance, Composition & Musicology (50%)**

External

- **Written Paper (40%)**
- **Performance Core (20%)**
Students will perform ONE piece that does not exceed 5min in duration. Repertoire must be drawn from the topic Music of the Last 25 Years
- **Composition Core (20%)**
Students will compose ONE piece of music that represents a style or genre indicative of Music of the Last 25 Years. The piece must not exceed 2min in duration.
- **Elective (20%)**
Students will choose to submit ONE performance, composition or essay (musicology). The elective must be drawn from the Elective Project topic

Students undertaking Music 2 may additionally choose to study:

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 high standard of musicianship is expected. So too, the pursuit of formal musical instrument tuition, theoretical studies, and continuing participation in a range of co-curricular music activities.

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

HSC Assessment Requirements:

- **Major Work (40 Marks)**

- **Performance**

- **One solo piece (20 marks)**
- **One ensemble piece (20 marks)**
- **Combined length of 16min**

OR

- **Composition**

- **Two pieces**
- **Combined length of 15min**

OR

- **Musicology**

- **One essay**
- **Total length of 2500 words max**

- **Written Paper (20 Marks)**

HEALTH AND MOVEMENT SCIENCE

Preliminary and HSC Course Overview

The Year 11 and 12 Health and Movement Science Course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts. Health and Movement Science is an interdisciplinary field that applies scientific principles to study factors affecting health and movement. It aims to engage students in understanding lifestyle influences on health outcomes and the health status of Australians. This course encourages investigation into individual and community health, emphasising the role of physical activity in enhancing wellbeing. Students explore the factors that influence movement and performance, and develop the skills to enhance movement for themselves and others throughout their lifetime.

The curriculum integrates epidemiology, health dimensions and determinants, and social justice to foster critical thinking about health equity, access, and sustainability. It promotes health improvement through education on the United Nations Sustainable Development Goals and the World Health Organisation's health promotion strategies, to support students to develop an understanding of the global perspectives of health.

Students investigate the movement sciences, examining the connections between anatomy, physiology, biomechanics, psychology, sociology, nutrition, skill acquisition, injury prevention, and rehabilitation. This knowledge fosters physical activity, optimizing performance and instilling lifelong positive movement habits.

Building on the PDHPE K–10 foundational knowledge, the course is structured around five propositions. It offers in-depth exploration of health and movement concepts, applying them to diverse contexts and populations. The curriculum prioritises collaborative, analytical, communicative, creative, problem-solving, and research skills to navigate the evolving landscape of health and movement sciences.

Year 11

Year 11 is organised into two focus areas: Health for Individuals and Communities; and The Body and Mind in Motion.

- Health from different perspectives is the core of “**Health for Individuals and Communities,**” where students explore the determinants and indicators of health status. It spotlights the health of young people, prompting students to research health issues and develop skills for enhancing health and wellbeing. The role of organisations in health advocacy and support is emphasised, alongside health promotion and the United Nations Sustainable Development Goals as a framework for complex health improvement strategies.

- **“The Body and Mind in Motion”** focus area examines the dynamic relationship between body systems and movement, emphasising how these systems work together for efficient motion. It delves into the role of energy systems, training types, and methods, highlighting the body’s physiological adaptations to training. Additionally, it explores the acquisition and enhancement of movement skills, the influence of psychological factors on performance, and the positive effects of exercise communities on participation and performance, fostering a comprehensive understanding of the interconnectedness of physical and mental aspects in human movement.

In Year 11 a Collaborative Investigation is embedded into the student’s learning. This investigative approach encourages students to adopt informed perspectives on health and movement, promoting a deeper understanding through speculation, critique, analysis, interpretation, and the construction of meaning. This will foster the development of knowledge and skills in health and movement. It emphasises self-managed learning, critical thinking, problem-solving, and decision-making. Students engage in positive interactions and collaborative work to form agreements and decisions, enhancing their negotiation, leadership, and feedback skills.

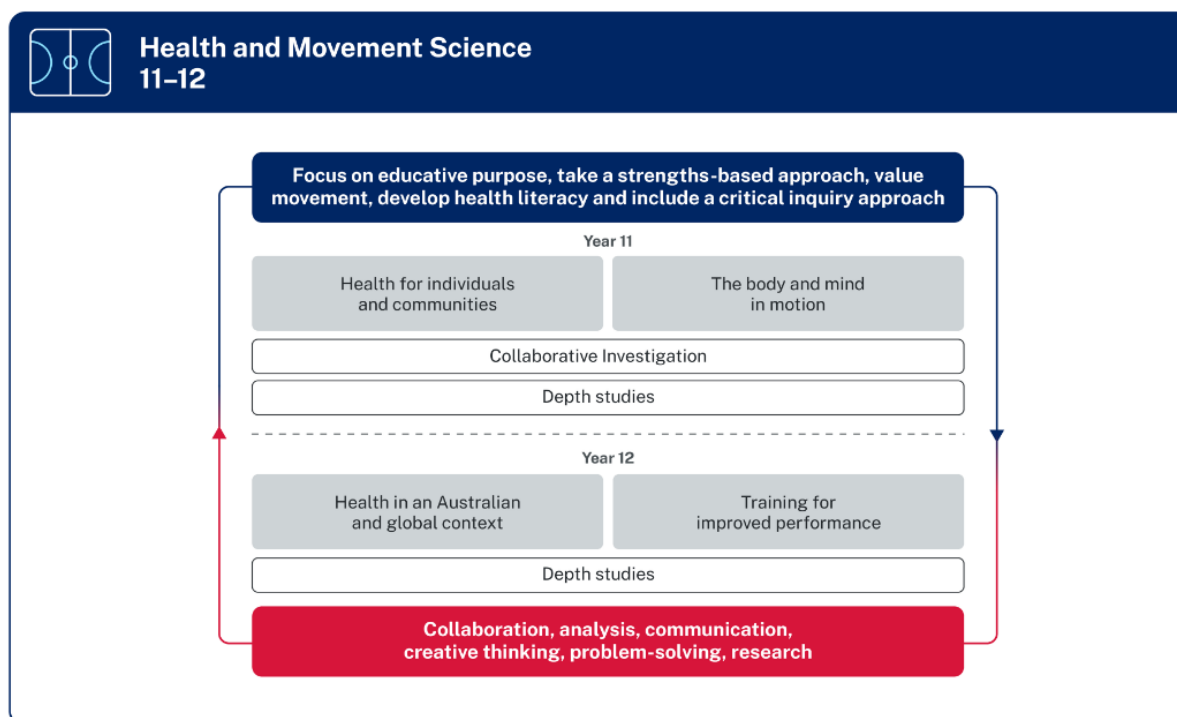
Year 12

Year 12 is organised into two focus areas: Health in an Australian and Global Context; and Training for Improved Performance.

- The **“Health in an Australian and Global Context”** focus area assesses the health of Australians by comparing it within various population groups and against other OECD countries. This comparison aims to identify strategies to improve Australian health outcomes. In their learning, students will cover the examination of chronic conditions, diseases, injuries, and their effects on the healthcare system, as well as the implications of demographic changes such as an ageing population. It also evaluates the roles of government and non-government organisations in health improvement and addresses the challenges posed by new technologies, digital health, and big data. The Sustainable Development Goals are studied as a blueprint for enhancing community health.
- The second focus area for Year 12, **“Training for Improved Performance”**, emphasises the critical role of personalised exercise assessment and tailored training programs in enhancing physiological adaptations for both recreational and elite athletes. It explores various training methods, biomechanics, injury prevention, and the impact of technology on training, while also highlighting the significance of nutrition and supplementation in an athlete’s performance. The curriculum encourages students to analyse and compare training plans and dietary needs across different sports to understand how to optimize sustained movement and performance.

Depth studies are embedded in both Years 11 and 12 and are designed to provide a more personalised and in-depth learning experience for the students. Teachers and students have the flexibility to choose topics that align with their interests and the course outcomes. This will provide opportunities to apply health and movement concepts to various contexts and groups, and, where appropriate, case studies, practical applications and research skills will be integrated throughout the depth studies.

As a result of their completion of The Health and Movement Science course students will develop a comprehensive understanding of health and movement science, preparing students for further education and careers in related fields while developing critical thinking and practical skills.



Source: <https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview>

STUDIES OF RELIGION 2

Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture.

The Stage 6 Studies of Religion syllabus acknowledges religion as a distinctive answer to the human need for meaning in life. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life.

This course enables students who live in a multi-faith and multicultural society to progress from a broad understanding of religious traditions to specific studies within these traditions. The syllabus provides a focus on religious expression in Australia and, also, investigates religion's place within the global community.

The aim of the Stage 6 Studies of Religion syllabus is to promote an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Preliminary Course Content – 2 unit

- Nature of Religion and Beliefs
- Religions of Ancient Origin
- Religion in Australia pre-1945
- Religious Tradition Depth Study 1, 2 & 3 – Origins, Beliefs, Text, Ethics & Personal Devotion

The Religious Tradition Depth Study includes the choice of Buddhism, Judaism, Hinduism, Islam and/or Christianity.

HSC Course Content – 2 unit

- Religious Belief Systems in Australia post-1945
- Religion and Peace
- Religion & Non-Religion
- Religious Tradition Study 1, 2 & 3 – Significant People & Ideas, Ethics, Significant Practices

The same Religious Tradition Depth Study chosen in the Preliminary Course is continued in the HSC Course.

Studies of Religion emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective life-long learners.

This course provides a learning experience that prepares students for further education and training, employment and full and active participation as citizens within society.

SCIENCE

The Year 11 and 12 (Stage 6) Science Courses aim to build upon the foundations of Science taught throughout K-10, while allowing 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, develop a deep understanding of the course content, and gain essential working scientifically and problem-solving skills. They should be able 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
- Extension Science – 1 Unit (Year 12 only)

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

In Year 12, students who are studying at least one of the 2 Unit Science Courses can also study the 1 Unit Extension Science Course.

- We would recommend students intending to follow a career in Science consider taking at least four units of Science in Stage 6.
- Given that the Stage 6 Chemistry and Physics Courses involve a relatively high amount of numerical problem solving, we would recommend students electing these courses should intend to study at least the 2U Mathematics Advanced Course.

Each 2 Unit 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 corresponding NSW for the Australian Curriculum Stage 6 Syllabi, produced by NESA (NSW Education Standards Authority).

New Syllabus requirements for Year 11 Biology and Physics

From 2027, Year 11 Biology and Physics students will be taught content and skills as outlined in the NESA Year 11 and 12 Biology and Physics syllabi. These are referred to as the *2025 Year 11-12 Biology Syllabus / 2025 Year 11-12 Physics Syllabus*.

See links below for more detail.

Biology:

<https://curriculum.nsw.edu.au/learning-areas/science/biology-11-12-2025/overview>

Physics:

<https://curriculum.nsw.edu.au/learning-areas/science/physics-11-12-2025/overview>

These syllabus documents mandate three Modules to be studied in Year 11 and four in the Year 12 HSC Course. Each syllabus also mandates the inclusion of 10 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.

Additionally, the 2025 Biology syllabus mandates at least one field-work experience as part of the Year 11 Course.

Students will be assessed on content from these new syllabi in the 2028 HSC Examinations and beyond.

Year 11 Chemistry Syllabus requirements

Year 11 Chemistry students will continue to learn content and skills as outlined in the current '2017 Year 11 and 12 Chemistry syllabus'.

<https://www.nsw.gov.au/education-and-training/nesa/curriculum/science/chemistry-stage-6-2017>

This syllabus includes four modules to be taught in both the Year 11 and Year 12 Course, with students being assessed on outcomes from this syllabus in the 2028 HSC Examination.

Working Scientifically Skills

In each of the Science Courses, there is an emphasis on developing students' skills in working scientifically. 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 scientific investigations
- conducting scientific 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 and skills covered in the Year 11 Course will be assumed knowledge for the Year 12 Course and may be included in the HSC Examination.

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 provide 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

SCIENCE EXTENSION

Science Extension is a 1 Unit NESA approved course with a focus on the authentic application of scientific research skills. It can be done by students studying Chemistry, Physics and/or Biology in Year 12.

Students who are interested in pursuing a career in Science or Scientific research are given the opportunity to understand the fundamental skills that underpin a scientific investigation.

The course has four modules that explore how the scientific method is approached at a tertiary level. There is a focus on developing a hypothesis, conducting a literature review, accessing publicly available datasets and conducting appropriate statistical analysis to draw conclusions and present their findings.

Extension Science 1- Unit requires four periods of study per cycle for in Year 12 only and 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).

The Four Modules integrate the skills of working scientifically within the course content to form the framework for the Scientific Research Project. Course modules include:

- Foundations of Scientific Thinking
- The Scientific Research Proposal
- The Data, Evidence and Decisions
- The Scientific Research Report

The development of a Scientific Research Portfolio and Report is integrated throughout the course.

VISUAL ARTS

Visual Arts is an engaging, rigorous course which encourages students to think critically and creatively. Students develop art making skills in a broad range of media areas alongside developing evaluative, research, and analytical skills through essay writing, discussion, and debate. A study of Visual Arts enables students to be flexible, collaborative, and confident to take initiative. Through developing their own agency, they invent, innovate, and create, devising and following through on long term complex art making projects.

During the Preliminary Course they become increasingly autonomous learners who are central in the development and creation of their work through independent problem solving and leadership in their own learning. A study of Visual Arts gives students multiple options for post-school employment and areas of study. These are not necessarily limited to fine arts as students will develop skills and attitudes that are transferable into a multitude of occupations and professions. A study of Art enriches the students' world view, extends their knowledge and understanding of a global world through investigating politics, issues and theories, gender, status, culture, and religion. Importantly, they learn how to decode and understand a world progressively dominated by visual culture.

Preliminary Course

The Preliminary Course facilitates making artworks in the broadest range of media areas practicable such as, drawing, painting, printmaking, photography, digital media, sculpture, ceramics, textiles, fibre, film, installation, and performance. Students explore and record ideas and processes in a **Visual Arts Process Diary** (VAPD) in which they transcribe their ideas, reasoning, research, planning and intended approach to art making tasks.

The areas of study in Art theory are broadly informed by the Landscape, the Object, and the Body. Students will be encouraged to explore, write about, and discuss art in an informed manner with critical thinking central to their development as writers and thinkers.

Students will take advantage of current exhibitions to enhance the scope of their learning.

The theory course is informed by the prescribed **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 **Agencies of the Conceptual Framework** (artwork, world, audience and artist).

Assessment

Student Assessment is based on 50% artmaking and 50% art criticism and history. Students' knowledge and understanding is assessed in a range of written and practical tasks: an open book essay in Term 1 (15%), a research essay in Term 2 (15%), and one Examination (20%) in Term 3. Students are assessed on their artmaking (50%) throughout the 3 terms of the Preliminary Course with project-based learning experiences and thorough and specific feedback designed to prepare them for making a Body of Work in the HSC course. Feedback is given formally on all practical and written work and is used to help students identify strengths and areas to work towards improving. Feedback in class is ongoing, informal and collaborative, designed to extend students' skills, encourage reflection on their individual strengths, identify areas for growth and to support their understanding and interpretation of assessment criteria.

An Assessment Calendar is published online at the beginning of the year and a hard copy given to students for their reference and planning each term. Assignment and examination materials and notifications are published online.

HSC Course

The HSC Course builds on the knowledge, understanding and skills gained in the Preliminary Course. 50% of the student's class time is devoted to artmaking and 50% is devoted to art theory (art criticism and art history.)

Using the skills and attitudes developed and nurtured in previous years, students take charge of the planning and preparation for the artwork they will undertake in Year 12. Specifically, 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 investigations into a theme, subject, or concept to be determined by the student. Students undertake a Written Examination and a Trial examination.

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
- Collection of Works
- Documented forms
- Time-based forms

Assessment

The external HSC exam will assess the Body of Work and a written examination paper of 1½ hour's duration.

The Visual Arts Department provides an Assessment booklet listing all relevant assessment information and provides a guide to study for the HSC Coursework in both artmaking and Art theory.

Visual Arts School based assessment

- **Artmaking:**

Students begin with the planning and preparation for their Body of Work in Term 4 in the Visual Arts Process Diary (VAPD.) The task helps students to identify and get leverage from the skills they have developed over the duration of their studies and to propose an idea that is exciting, meaningful and will communicate effectively to their audience. Students research arts practice that is relevant to their conceptual or material intentions and use this to improve and enhance their own propositions for the Body of Work. Students submit examples of work in their chosen media depicting their chosen theme for feedback and appraisal. Students are then prepared to begin their Body of Work in Term 1 of their HSC year. Students submit their work to date and their VAPD at the conclusion of Term 1 for a 1st progress mark (20%). Using the thorough, specific, and detailed written feedback they subsequently receive, students return to work in Term 2 ready to develop, extend and refine their ideas before the 2nd progress mark (30%) in the latter part of that term.

Students submit the finished Body of Work in the first week back of Term 3. A formal exhibition of their work is mounted in August.

- **Art criticism and Art history:**

In the HSC Course students undertake Case Studies as a way of interacting with the content of the Art theory 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. Students engage in a deeper, more sustained investigation of art **Practice**, **the Agencies of the Conceptual Framework** and the **Frames** as described in the Preliminary Course outline.

- Students undertake a **Written Assessment** in Term 1 (25%). Leading up to this assessment, students craft an essay in relation to an open-ended question that is able to be employed in their extended response for this task. They work closely with their teacher using detailed feedback to refine their essay. Students can be flexible in their approach to the question and are encouraged to develop their own thesis to address the question and to engage the reader through well informed, insightful, and rigorous discussion and analysis.
- Students undertake a **Trial examination** (25%) in Term 3.

The focus of the students' art theory study will be modern and contemporary art from Australia, Europe, China and America. Case studies could include: Abstraction, Art in public spaces, Art that functions outside of the gallery, the work of individual artists whose material or conceptual practice creates discussion and debate, earth and installation art, performance art, the Australian Biennale and contemporary Chinese art.

