



# Year 11 (2017) Course Choices Curriculum Handbook

Whatever you do [whatever your task may be], work from the soul [that is, put in your very best effort], as [something done] for the Lord and not for men.

Colossians 3:23 (AMP)

Dear Parents, Carers and Students,

This booklet provides information on the various courses provided at St. Andrew's Christian School in Stage 6 (Year 11 and 12).

Students should read this information carefully and then decide which courses they will choose, indicating their choice on the form distributed with this handbook. The choices made should be seen as requests to the School. It may not be possible to provide some courses in particular years.

The purpose of this handbook is:

- to provide guidelines on how to make an elective choice
- to outline the content, requirements and expectations of the elective courses offered

Except for Mathematics and English, all courses in Year 11 are taught at the 2 Unit level.

The Board of Studies Teaching and Educational Standards (BOSTES) mandates that all students in Year 11 are required to take at least 12 Units in order to be eligible the Preliminary HSC Record of Achievement.

In Year 12, students will have the option of studying a minimum of 10 Units for the HSC, although some may prefer to take 11 or more.

The two most important questions to ask in choosing courses are: "What do I enjoy?" and "What am I good at?"

Students should not choose courses they do not like simply to gain some perceived scaling advantage. The probable lack of motivation in such courses usually places them at a severe disadvantage.

The choices will be made in rounds, the school determining the best possible arrangement of courses based on an assessment of priorities, past experience and available resources.

We aim to offer course choices which cater both for those students going on to further tertiary studies and also those seeking to enter the work force after Years 10, 11 and 12. All areas of the curriculum will be taught from a Christian Worldview.

It is important that students and parents refer to the 2016 Preliminary Assessment Handbook to understand what is expected of each student and how they will be assessed. This booklet outlines the procedures which are to be followed regarding Assessment and Reporting. All students are to be aware of these procedures and the consequences that are in place if these are not met. The underlying principle of having these procedures in place is to ensure that each student is treated fairly and equitably in the assessment process.

These are distributed to students at the beginning of Year 11 in paper form. A copy of this year's is on our website: [bit.ly/29TOLUI](http://bit.ly/29TOLUI)

May I encourage you to carefully and prayerfully consider the choices you will make. You are welcome to contact any relevant member of staff if you have any questions.

Mr M Lindsay  
Principal

*Please note that the information contained in this handbook is current & accurate as at August, 2016*

### **Supporting Information: BOSTES**

Support documents have been created by BOSTES to assist you to make informed choices:

**YEAR 10 Subject selection for stage 6 ...** has been developed to assist schools to provide relevant BOSTES information to Year 10 students and their parents. [www.boardofstudies.nsw.edu.au/manuals/pdf\\_doc/hsc-info-yr10-students-parents.ppt](http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/hsc-info-yr10-students-parents.ppt) or <http://bit.ly/2asgdch>

The NSW Higher School Certificate **Information for Year 10 Students and Parents:**

<http://www.boardofstudies.nsw.edu.au/manuals/hsc-info-yr10-student-parent.html> or <http://bit.ly/29KvYhk>

**BOSTES Parents Page FAQs**

<http://www.boardofstudies.nsw.edu.au/parents/parentfaqs.html> or <http://bit.ly/2a7oPpF>

#### **A further note to Parents**

By the end of Year 10, many students have already tested themselves against many courses and interest areas.

The ones they enjoy are usually the ones they do well at because those courses suit their abilities. By helping your child identify these areas of interest and strength you will also be helping them take the first steps to make suitable career decisions.

We encourage students to discover what God has planned for them. Career choice and daily work involvement is based on Christ-centred service. Your role is critical in starting to prompt their career exploration and thinking.

Students need to learn about the various occupations that may suit them. You can be their window to the world of work.

You can help by:

- building on your teenager's achievements so far – beyond school work
- talking to your teenager about your current work and what the job involves, both the good and the bad aspects
- establishing links with an adult or arranging work place visits in a career field that interests your teen
- pointing out job advertisements / job descriptions in the newspapers/online
- pointing out the changing occupations, the role of ongoing training and the creation of new jobs
- encouraging your teenager to consider gaining a part-time job in an area of interest to them
- encouraging your teenager to be involved in extra-curricular activities, e.g. sport, music, volunteer work, community service. This helps build on their relational skills, as well as highlighting strengths and abilities.

The choice of career path is one of the most important decisions young people have to make. The part you play in the process of career planning is vital. Your children will look to you for advice and support.

### **Choosing a course**

When making choices it is important to take into consideration:

1. the student's ability and interest in the given course.
2. the desirability for the student to keep options open with regard to possible courses of study in the senior school and future career choices.
3. the advice of course teachers to give guidance in relation to choices.

### **How do I choose my courses?**

The courses you do at school can often determine the type of career path you select.

- Study courses that you like and that you are interested in make school more enjoyable.
- Everyone is good at something. Doing courses you are good at makes school more rewarding and satisfying.

### **Who can help you decide?**

Make sure you get help from the RIGHT people.

- Course teacher - advise if you are good at certain courses.
- Careers adviser – direct you to courses (if any) which are required for particular career paths.
- Year Coordinator - ideas
- Chaplain – prayer
- Parents - Discuss choices with your parents. Encourage them to speak with the above people if you have different ideas or if they need more information.

### **Good reasons for choosing courses**

1. Ability - choose courses you are good at
2. Interest - choose courses you are interested in
3. Motivation - choose courses you really want to learn

### **Bad reasons for choosing courses**

1. Friends - Your friends often have different abilities, interests and motivation from you
2. Teachers - Don't choose or discard a course based on whether you do or do not like the teacher. Teachers may be given other classes or change schools.
3. Excursions - Many courses have excursions. Why endure two years of work you may not particularly like for one excursion?
4. Rumours - Your peers sometimes make comments about a course that are not true. Always check out rumours with teachers. They are the experts, not your peers.
5. Easy options - There are no easy option courses. If someone tells you this, chances are they will probably do poorly.

## Senior School Study Pattern – Planner

Use this planner to consider what courses you will study to achieve your HSC.

You will soon have an interview with the school to discuss this plan – it is not binding, simply an aid to help you plan.

Student Name: \_\_\_\_\_

Preliminary Year: 2017

### Preliminary units intending to be studied

Course Name	No of Units	Calendar Year of Study	Comments
<i>English (Advanced / Standard)</i>	2		
<i>Mathematics (2U or General)</i>	2		
<b>Total Units of Preliminary</b>		(must be at least 12)	

### HSC units or intending to be studied

Course Name	No of Units	Calendar Year of Study	Comments
<i>English (Advanced / Standard)</i>	2		
<i>Mathematics (2U or General)</i>	2		
<b>Total Units of HSC</b>		(must be at least 10)	

## St. Andrew's Christian School Curriculum Year 7-12

Key Learning Area	Stage 4		Stage 5		Stage 6	
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>English</b>	English	English	English	English	English Standard English Advanced English Extension 1	English Standard English Advanced English Extension 1
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics Mathematics Mathematics Extension 1	General Mathematics Mathematics Mathematics Extension 1
<b>Sciences</b>	Science	Science	Science	Science	Biology Chemistry Physics	Biology Chemistry Physics Senior Science
<b>Human Society and its Environment</b>	History Geography	History Geography	History Geography	History Geography	Business Studies Ancient History	Business Studies Ancient History
<b>Technological and Applied Sciences</b>	TAS	TAS	Automotive Technology (E) Food Technology (E) Timber Technology (E)	Automotive Technology (E) Food Technology (E) Timber Technology (E)	Food Technology (E) Design and Technology (E)	Food Technology (E) Design and Technology (E)
<b>Creative Arts</b>	Visual Arts Music	Visual Arts Music	Visual Arts (E) Music (E)	Visual Arts (E) Music (E)	Visual Arts (E) Music 1 (E)	Visual Arts (E) Music 1 (E)
<b>Personal Development, Health and Physical Education</b>	PDHPE	PDHPE	PDHPE PASS (E)	PDHPE PASS (E)	PDHPE	PDHPE
<b>Languages</b>	Indonesian	Indonesian	Indonesian	Indonesian		
	(E) Elective					

NB – All subjects may not be offered in every calendar year.

## **Course Information**

The information on the following pages provides a brief overview of the content and expectations in the various elective courses that could be offered next year. The final selection is dependent on student demand, resources available and the overall staffing needs of the secondary school.

### Course list

- English (Standard)
- English (Advanced)
- English Extension 1
- Mathematics General
- Mathematics Extension 1
- Mathematics General
- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Food Technology
- Music
- PDHPE
- Physics
- Visual Arts



## English (Standard) Stage 6 (Year 11/12)

<b>Course:</b> Standard English	<b>Course Number:</b> Prelim: 11130   HSC:15130
<b>Course teacher:</b> Mrs P Merz	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> N/A	
<p><b>Course description:</b></p> <p>The Preliminary course is designed to prepare students for their HSC studies through the development and polishing of a range of skills. English involves the study and use of language in its various textual forms, encompassing written, spoken and visual texts of varying complexity. The study of English enables students to make sense of, and to enrich, their lives in personal, social and professional situations and to deal effectively with change. English (Standard) is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p>	
<p><b>Preliminary Course – Standard</b></p> <p>In the Preliminary English (Standard) course, students are required to:</p> <ul style="list-style-type: none"> <li>• study Australian and other texts</li> <li>• explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts</li> <li>• undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts</li> <li>• integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate</li> <li>• engage in the integrated study of language and text.</li> </ul> <p>The course has two sections and the requirements listed above apply to both sections.</p> <p><b>Section 1</b> Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</p> <p><b>Section 2 Electives</b> Students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.</p>	
<b>Particular course requirements:</b> N/A	
<p><b>Assessment requirements:</b></p> <p><b>External Assessments:</b></p> <p>Written external examination containing:</p> <ul style="list-style-type: none"> <li>• Short response questions</li> <li>• Creative Writing</li> <li>• Extended response</li> </ul> <p><b>Internal Assessments:</b></p> <p>Knowledge and understanding of course content:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Viewing/Representing</li> </ul>	

## English (Advanced) Stage 6 (Year 11/12)

<b>Course:</b> Advanced English	<b>Course Number:</b> Prelim:11140   HSC: 15140
<b>Course teacher:</b> Mrs P Merz	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> N/A	
<b>Course description:</b> English involves the study and use of language in its various textual forms, encompassing written, spoken and visual texts of varying complexity. The study of English enables students to make sense of, and to enrich, their lives in personal, social and professional situations and to deal effectively with change. English (Advanced) is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.	
<b>Preliminary Course</b> In the Preliminary English (Advanced) course, students are required to: <ul style="list-style-type: none"><li>• study Australian and other texts</li><li>• explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and/or multimedia texts</li><li>• undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts</li><li>• integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate</li><li>• engage in the integrated study of language and text.</li></ul> <p>The course has two sections and the requirements listed above apply to both sections.</p> <p><b>Section 1</b> Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.</p> <p><b>Section 2</b> Electives Students explore, examine and analyse texts. They analyse the ways that texts and contexts shape and are shaped by different attitudes and values. The electives comprise 60% of the course content.</p>	
<b>Particular course requirements:</b> N/A	
<b>Assessment requirements:</b> <b>External Assessments:</b> Written external examination containing: <ul style="list-style-type: none"><li>• Short response questions</li><li>• Creative Writing</li><li>• Extended response</li></ul> <b>Internal Assessments:</b> Knowledge and understanding of course content: <ul style="list-style-type: none"><li>• Listening</li><li>• Speaking</li><li>• Reading</li><li>• Writing</li><li>• Viewing/Representing</li></ul>	

## English Extension 1 Stage 6 (Year 11/12)

<b>Course:</b> Extension English	<b>Course Number:</b> Prelim:11150   HSC: 11150
<b>Course teacher:</b> Mrs P Merz	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> N/A	
<b>Course description:</b> English (Extension) is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.	
<b>Preliminary English (Extension)</b> Students undertaking the course must complete the module: Texts, Culture and Value. In this module, students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed. Students examine a key text from the past and its manifestations in one or more popular cultures. Through close study they: <ul style="list-style-type: none"><li>• consider the relationships between the text and its culture</li><li>• explore the language of the texts and examine the ways in which language shapes and reflects values</li><li>• consider the effects of different ways of responding to texts</li><li>• consider the ways and reasons the original and later manifestations of the text are valued.</li></ul> Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.	
<b>Particular course requirements:</b> Students electing this course must also elect the Advanced English course. Students completing this course may also elect the Extension 2 English course in year 12	
<b>Assessment requirements:</b> <b>English Extension 1</b> <b>External Assessments:</b> A written examination of two hours plus 5 minutes reading time. Students answer two sustained response questions on their chosen elective, with an expected length of response for each one of around eight examination writing booklet pages (approximately 1000 words). <b>Internal Assessments:</b> <ul style="list-style-type: none"><li>• Knowledge and understanding of complex texts and of how and why they are valued</li><li>• complex analysis</li><li>• sustained composition</li><li>• independent investigation</li></ul>	

## Mathematics General Stage 6 (Year 11/12)

<b>Course:</b> Mathematics General	<b>Course Number:</b> Prelim: 11235   HSC: 15235								
<b>Course teacher:</b> Mr P Schilling									
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC/ Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths-general-syl-2013-and-beyond.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths-general-syl-2013-and-beyond.pdf</a>								
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A								
<b>Specific equipment required (not supplied):</b> Scientific Calculator (Casio fx82 AU plus II recommended)									
<p><b>Course description:</b> The Mathematics General course promotes the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques.</p>									
<p><b>Main topics covered:</b> <b>Preliminary and HSC Courses</b></p> <ul style="list-style-type: none"> <li>• Financial Mathematics</li> <li>• Data and Statistics</li> <li>• Measurement</li> <li>• Probability</li> <li>• Algebra and Modelling</li> </ul> <p>The Preliminary and HSC courses are based on a study of these five compulsory topics as well as two focus study topics in each year. These focus studies are practical applications of mathematical concepts to everyday life contexts.</p> <p><b>Focus Study Topics</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">• Communication</td> <td>(Preliminary Course)</td> </tr> <tr> <td>• Driving</td> <td>(Preliminary Course)</td> </tr> <tr> <td>• Health</td> <td>(HSC Course)</td> </tr> <tr> <td>• Resources</td> <td>(HSC Course)</td> </tr> </table>		• Communication	(Preliminary Course)	• Driving	(Preliminary Course)	• Health	(HSC Course)	• Resources	(HSC Course)
• Communication	(Preliminary Course)								
• Driving	(Preliminary Course)								
• Health	(HSC Course)								
• Resources	(HSC Course)								
<b>Particular course requirements:</b> N/A									
<p><b>Assessment requirements:</b></p> <p><i>External Assessments:</i> A written external examination (2.5 hours) containing:</p> <ul style="list-style-type: none"> <li>• Multiple-choice questions</li> <li>• Extended response questions</li> </ul> <p><i>Internal Assessments:</i> Examinations and assignments testing:</p> <ul style="list-style-type: none"> <li>• Concepts, skills and techniques</li> <li>• Reasoning and communication</li> </ul>									

## Mathematics Stage 6 (Year 11/12)

<b>Course:</b> Mathematics	<b>Course Number:</b> Prelim: 11240   HSC: 15240
<b>Course teacher:</b> Mr P Schilling	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths23u_syl.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths23u_syl.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> Scientific Calculator (Casio fx82 AU plus II recommended)	
<b>Course description:</b> This course gives students an understanding of and competence in some further aspects of year 9 and 10 mathematics which are applicable to the real world. The course is useful for concurrent and tertiary studies in science and commerce.	
<b>Main topics covered:</b> <b>Preliminary Course</b> <ul style="list-style-type: none"><li>• Basic Arithmetic and Algebra</li><li>• Real Functions</li><li>• Trigonometric Ratios</li><li>• Linear Functions</li><li>• The Quadratic Polynomial and the Parabola</li><li>• Plane Geometry</li><li>• Tangent to a Curve and Derivative of a Function</li></ul> <b>HSC Course</b> <ul style="list-style-type: none"><li>• Coordinate Methods in Geometry</li><li>• Applications of Geometrical Properties</li><li>• Geometrical Applications of Differentiation</li><li>• Integration</li><li>• Trigonometric Functions</li><li>• Logarithmic and Exponential Functions</li><li>• Applications of Calculus to the Physical World</li><li>• Probability</li><li>• Series Applications</li></ul>	
<b>Particular course requirements:</b> 5.2 or 5.3 pattern of study in years 9 and 10	
<b>Assessment requirements:</b>  <i>External Assessments:</i> A written external examination (3 hours) containing: <ul style="list-style-type: none"><li>• Multiple-choice questions</li><li>• Extended response questions</li></ul> <i>Internal Assessments:</i> Examinations and assignments testing: <ul style="list-style-type: none"><li>• Concepts, skills and techniques</li><li>• Reasoning and communication</li></ul>	

## Mathematics Extension 1 Stage 6 (Year 11/12)

<b>Course:</b> Extension 1 Mathematics	<b>Course Number:</b> Prelim: 11250   HSC: 15250
<b>Course teacher:</b> Mr P Schilling	
<b>BOSTES status:</b> 1 unit for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths23u_syl.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths23u_syl.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> Scientific Calculator (Casio fx82 AU plus II recommended)	
<b>Course description:</b> This course thoroughly extends on the Mathematics course concepts in years 11 and 12. It is useful for concurrent and tertiary studies of science, engineering and commerce.	
<b>Main topics covered:</b> <b>Preliminary Course</b> <ul style="list-style-type: none"><li>• Other Inequalities</li><li>• Circle Geometry</li><li>• Further Trigonometry</li><li>• Angles Between Two Lines</li><li>• Internal and External Division of Lines into Given Ratios</li><li>• Parametric Representation</li><li>• Permutations and Combinations</li><li>• Polynomials</li><li>• Harder Applications of the Preliminary Mathematics Course</li></ul> <b>HSC Course</b> <ul style="list-style-type: none"><li>• Methods of Integration</li><li>• Primitive of <math>\sin 2x</math> and <math>\cos 2x</math></li><li>• Exponential Growth and Decay</li><li>• Velocity and Acceleration as a Function of <math>x</math></li><li>• Projectile Motion</li><li>• Simple Harmonic Motion</li><li>• Inverse Functions and Inverse Trigonometric Functions</li><li>• Induction</li><li>• Binomial Theorem</li><li>• Further Probability</li><li>• Iterative Methods for Numerical Estimation of the Roots of a Polynomial Equation</li><li>• Harder Applications of the HSC Mathematics Course</li></ul>	
<b>Particular course requirements:</b> 5.3 pattern of study in years 9 and 10	
<b>Assessment requirements:</b> <i>External Assessments:</i> A written external examination (2 hours) containing: <ul style="list-style-type: none"><li>• Multiple-choice questions</li><li>• Extended response questions</li></ul> <i>Internal Assessments:</i> Examinations and assignments testing: <ul style="list-style-type: none"><li>• Concepts, skills and techniques</li><li>• Reasoning and communication</li></ul>	

## Ancient History Stage 6 (Year 11/12)

<b>Course:</b> Ancient History	<b>Course Number:</b> Prelim: 11020   HSC: 15020
<b>Course teacher:</b> Mrs P Merz	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/ancient-history-st6-syl-from2010.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/ancient-history-st6-syl-from2010.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> N/A	
<p><b>Course description:</b> The study of history is invaluable, for to be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. The study of ancient history gives students an understanding of the way the present world has been shaped, by exposing them to a variety of perspectives on key events and issues. It also gives students opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world. Ancient History assists students in their development of effective, higher-order thinking skills necessary for further education, work and everyday life, and teaches a critical and intelligent reading of events and documents, as well as the effective and fluent communication of narrative, detail, ideas and judgements.</p>	
<p><b>Preliminary Course</b></p> <p><b>Introduction: Investigating the Past:</b> Students learn about the nature of History and the development of historical and archaeological methods of investigation. They apply this to case studies of particular historical events, societies and personalities.</p> <ul style="list-style-type: none"> <li>• <b>Case Study 1:</b> Tutankhamun: Students learn about the discovery of the tomb, the tomb contents and what they can tell us about Tutankhamun and the 18<sup>th</sup> Dynasty.</li> <li>• <b>Case Study 2</b> Homer and the Trojan War: Students learn about the discovery of Troy and consider the value of literature a possible source of historical information. They learn to question and assess information.</li> <li>• <b>Case Study 3</b> The Fall of the Roman Republic: Students learn about the establishment of Rome, and examine the political events leading to the Fall of the Republic.</li> <li>• <b>Historical Investigation:</b> Students undertake a detailed Historical Investigation on a topic of their own choice.</li> </ul>	
<p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum - 25% of course time</li> <li>• Part II: ONE Ancient Society – Sparta - 25% of course time</li> <li>• Part III: ONE Personality in Their Time – Agrippina the Younger - 25% of course time</li> <li>• Part IV: ONE Historical Period – Rome and the Julio Claudian Emperors - 25% of course time</li> </ul>	
<b>Particular course requirements:</b> N/A	
<p><b>Assessment requirements:</b></p> <p><b>External Assessments:</b> A written external examination containing:</p> <ul style="list-style-type: none"> <li>• Multiple-choice questions</li> <li>• Short response questions</li> <li>• Extended response</li> </ul> <p><b>Internal Assessments:</b> Knowledge and understanding of course content:</p> <ul style="list-style-type: none"> <li>• Stimulus-based skills</li> <li>• Inquiry and research</li> <li>• Extended response in appropriate form</li> </ul>	

## Biology Stage 6 (Year 11/12)

<b>Course:</b> Biology	<b>Course Number:</b> Prelim: 11030   HSC: 15030
<b>Course teacher:</b> Miss H Tucker	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/biology-st6-syl.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/biology-st6-syl.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) \$300	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> Loose leaf folder Paper Pens/pencils etc	
<b>Course description:</b> Biology in Stage 6 Science provides students with a contemporary and coherent understanding of the concepts explaining the functioning, origins and evolution of living things.	
<b>Main topics covered:</b> <b>Preliminary Course</b> <ul style="list-style-type: none"><li>• A Local Ecosystem (17% of course time)</li><li>• Patterns in Nature (33% of course time)</li><li>• Life on Earth (25% of course time)</li><li>• Evolution of Australian Biota (25% of course time)</li></ul> <p>The Preliminary course is based on a study of these four compulsory topics as well as the completion of a Biology Research Task. The Biology Research Task, in which students research a particular ecosystem study, supports the concepts learnt in the other topics.</p> <b>HSC Course</b> <ul style="list-style-type: none"><li>• Maintaining a Balance (25% of course time)</li><li>• Blueprint of Life (25% of course time)</li><li>• The Search for Better Health (25% of course time)</li><li>• Option: Communication (25% of course time)</li></ul> <p>The HSC course is based on a study of three compulsory topics and one elective topic.</p>	
<b>Particular course requirements:</b> N/A	
<b>Assessment requirements:</b> Practical Assessments Scientific Reports Research Tasks Speeches Examinations (Including both Multiple Choice questions and short answer questions)	



## Business Studies Stage 6 (Year 11/12)

<b>Course:</b> Business Studies	<b>Course Number:</b> Prelim: 11040   HSC: 15040
<b>Course teacher:</b> Mr P Schilling	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/business-studies-st6-syl.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/business-studies-st6-syl.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> Scientific Calculator (Casio fx82 AU plus II recommended)	
<b>Course description:</b> Business Studies develops knowledge, understanding, skills and values which enable students to make judgements about the performance of businesses in a dynamic business environment.	
<b>Main topics covered:</b> <b>Preliminary Course</b> <ul style="list-style-type: none"><li>• Nature of Business (20% of course time)</li><li>• Business Management (40% of course time)</li><li>• Business Planning (40% of course time)</li></ul> <p>The Preliminary course is based on a study of these three compulsory topics which give an introduction into many areas of business.</p> <b>HSC Course</b> <ul style="list-style-type: none"><li>• Operations (25% of course time)</li><li>• Marketing (25% of course time)</li><li>• Finance (25% of course time)</li><li>• Human Resources (25% of course time)</li></ul> <p>The HSC course is based on a study of four compulsory topics. A case study of a large business is also examined throughout the course as an example of the concepts being studied.</p>	
<b>Particular course requirements:</b> N/A	
<b>Assessment requirements:</b> <i>External Assessments:</i> A written external examination (3 hours) containing: <ul style="list-style-type: none"><li>• Multiple-choice questions</li><li>• Short response questions</li><li>• Business report</li><li>• Extended response</li></ul> <i>Internal Assessments:</i> Various tasks including: <ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Stimulus-based skills</li><li>• Inquiry and research</li><li>• Communication of business information, ideas and issues in appropriate forms</li></ul>	

## Chemistry Stage 6 (Year 11/12)

<b>Course:</b> Chemistry	<b>Course Number:</b> Prelim: 11050   HSC: 15050
<b>Course teacher:</b> Miss H Tucker	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/chemistry-st6-syl.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/chemistry-st6-syl.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> Loose Leaf Folder Paper Pens, pencils etc	
<b>Course description:</b>  Chemistry in Science Stage 6 provides students with a contemporary and coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and the interaction of energy and matter, and attempts to explain and predict events at the atomic and molecular level.	
<b>Main topics covered:</b> <b>Preliminary Course</b> <ul style="list-style-type: none"><li>• The Chemical Earth (25% of the course)</li><li>• Metals (25% of the course)</li><li>• Water (25% of the course)</li><li>• Energy (25% of the course)</li></ul> <p>The Preliminary course is based on a study of these four compulsory topics as well as the completion of a Business Research Task. The Business Research Task, in which students research a particular business case study, supports the concepts learnt in the other topics.</p> <b>HSC Course</b> <ul style="list-style-type: none"><li>• Production of Materials (25% of course time)</li><li>• The Acidic Environment (25% of course time)</li><li>• Chemical Monitoring and Management (25% of course time)</li><li>• Option: Industrial Chemistry (25% of course time)</li></ul> <p>The HSC course is based on a study of three compulsory topics and one option topic.</p>	
<b>Particular course requirements:</b> N/A	
<b>Assessment requirements:</b>  Practical Assessments Scientific Reports Research Tasks Speeches Examinations (Including both Multiple Choice questions and short answer questions)	

## Design and Technology Stage 6 (Year 11/12)

<b>Course:</b> Design and Technology	<b>Course Number:</b> Prelim: 11080   HSC: 15080
<b>Course Teacher:</b> Mr M Lindsay	
<b>BOSTES STATUS:</b> 2 units for each Preliminary HSC Board Developed Course/Syllabus Link	<b>Estimated Course Cost in Year 11 and 12:</b> Students pay for materials used in each practical project.
<b>Specific equipment required:</b>	
<b>Course Description:</b> The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply these to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.  Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.	
<b>Main Topics Covered:</b> <b>Preliminary Course</b> <ul style="list-style-type: none"><li>• Design theory and practice</li><li>• Production processes</li><li>• Impact of design &amp; technology on society</li><li>• Creative approaches to design</li><li>• Practical design projects</li></ul> <b>H.S.C. Course</b> <ul style="list-style-type: none"><li>• The design and production of a major HSC design product</li><li>• The design and production of a folio of design and research for the HSC</li><li>• Evaluation of the processes undertaken in the production of the major project</li><li>• Research methods used to design the major works</li><li>• Appropriate technology used in the production process for the major work</li></ul>	
<b>Particular Course Requirements:</b> Preliminary students will complete 2 minor design projects with a folio of appropriate research based on the practical project.  HSC students will complete 1 major design project for the HSC linked to a folio of research and documentation of their design strategies.	
<b>Assessment Requirements:</b> <ul style="list-style-type: none"><li>• Assessment tasks to be completed in Preliminary Course and HSC Course.</li></ul>	

## Food Technology Stage 6 (Year 11/12)

<b>Course:</b> Food Technology	<b>Course Number:</b> Prelim: 11180   HSC: 15180
<b>Course teacher:</b> Mrs B Fenton	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/food-technology-st6-syl.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/food-technology-st6-syl.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) Food items for Practical assessments \$15 Excursion \$30	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) Food items for Practical assessments \$15 Excursion \$30
<b>Specific equipment required (not supplied):</b> 1 x Tea towel, cloths, airtight plastic container (lunchbox size)	
<b>Course description:</b> Food Technology aims to develop an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions. Students will also develop an appreciation of the importance of food to the wellbeing of the individual and to the social and economic future of Australia.	
<b>Main topics covered:</b> <b>Preliminary Course</b> <ul style="list-style-type: none"> <li>• Food Availability &amp; Selection (30% of course time)</li> <li>• Food Quality (40% of course time)</li> <li>• Nutrition (30% of course time)</li> </ul> <p>The Preliminary course covers three topics addressing mainly the theoretical aspects with about 30% of the course time exploring the practical element. The assessment tasks vary in nature from a survey and report, information booklet &amp; meal plan, cooking practical &amp; examinations.</p> <b>HSC Course</b> <ul style="list-style-type: none"> <li>• Australian Food Industry (25% of course time)</li> <li>• Food Manufacture (25% of course time)</li> <li>• Food Product Development (25% of course time)</li> <li>• Contemporary Nutrition Issues (25% of course time)</li> </ul> <p>The HSC course is based on a study of four compulsory topics. The students have the opportunity to develop and use the skills they have acquired to develop a food idea into a simulated Food Product Development project.</p>	
<b>Particular course requirements:</b> N/A	
<b>Assessment requirements:</b> <i>External Assessments:</i> A written external examination containing: <ul style="list-style-type: none"> <li>• Multiple-choice questions</li> <li>• Short response questions</li> <li>• Structured extended response</li> <li>• Extended response</li> </ul> <i>Internal Assessments:</i> Knowledge and understanding of course content: <ul style="list-style-type: none"> <li>• Research and reports &amp; case studies</li> <li>• Practical demonstration of skills &amp; knowledge</li> <li>• Communication of food technology &amp; industry information, ideas and issues in appropriate forms</li> </ul>	

## Music Stage 6 (Year 11/12)

<b>Course:</b> Music 1	<b>Course Number:</b> Prelim: 11280   HSC: 15290
<b>Course Teacher:</b> Mrs F Wood	
<b>BOSTES status:</b> 2 units for each of Preliminary (120 hours) and HSC (120 hours)	<b>Syllabus link:</b> <a href="https://www.boardofstudies.nsw.edu.au/syllabus_hsc/.../music-1-st6-syl-from2010.pdf">https://www.boardofstudies.nsw.edu.au/syllabus_hsc/.../music-1-st6-syl-from2010.pdf</a>
<b>Estimated course costs in year 11:</b> nil	<b>Estimated course costs in year 12:</b> nil
<b>Specific requirements:</b> It is highly recommended that students seek private instrumental tuition to develop and refine their Preliminary and HSC Performance Programs.	
<b>Course description:</b> In Music 1, students will study: <ul style="list-style-type: none"><li>• the concepts of music</li><li>• through the learning experiences of performance, composition, musicology and aural</li><li>• within the context of a range of styles, periods and genres.</li></ul>	
<b>Main topics covered:</b> <b>Preliminary Course</b> Students will study at least THREE topics from a list of 22 topics, which <u>may</u> include: <ul style="list-style-type: none"><li>• Australian music (one third of course time)</li><li>• music for radio, television, film and multimedia (one third of course time)</li><li>• jazz (one third of course time)</li></ul> <b>HSC Course</b> Students will study at least THREE topics from a list of 22 topics, which <u>may</u> include: <ul style="list-style-type: none"><li>• rock music (one third of course time)</li><li>• music for small ensembles (one third of course time)</li><li>• music of the 20<sup>th</sup> and 21<sup>st</sup> centuries (one third of course time)</li></ul>	
<b>Particular course requirements:</b> Prerequisite: ability to play an instrument (may include voice)	
<b>Assessment requirements:</b> <b>External Assessments:</b> <u>ONE</u> compulsory CORE Performance <u>THREE</u> electives from a choice of Performance, Composition or Musicology Viva Voce Aural exam requiring extended written responses to 4 questions based on an excerpt of music.  <b>Internal Assessments:</b> <b>Preliminary</b> 25% for each of the 4 strands <ul style="list-style-type: none"><li>• performance</li><li>• composition</li><li>• musicology</li><li>• aural</li></ul> <b>HSC</b> Core – Performance, Composition, Musicology 30% Core – Aural 25% 3 electives 45%	

## PDHPE Stage 6 (Year 11/12)

<b>PDHPE Stage 6 (Year 11/12)</b>	
<b>Course:</b> Personal Development, Health and Physical Activity	<b>Course Number:</b> Prelim: 11300   HSC: 15320
<b>Course teacher:</b> Mr J Kidd	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdhpe.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdhpe.html</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> N/A	
<p><b>Course description:</b> Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.</p> <p>The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities. (PDHPE Stage 6 Syllabus, 2010)</p>	
<p><b>Preliminary Course:</b> <b>Core Strands (60% total)</b></p> <ul style="list-style-type: none"> <li>• Better Health for Individuals (30%)</li> <li>• The Body in Motion (30%)</li> </ul> <p><b>Options (40% total)</b> Select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• <b>First Aid (20%)*</b></li> <li>• Composition and Performance (20%)</li> <li>• Fitness Choices (20%)</li> <li>• <b>Outdoor Recreation (20%)*</b></li> </ul> <p style="text-align: right;">*Preferred area of study</p>	<p><b>HSC Course:</b> <b>Core Strands (60% total)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia (30%)</li> <li>• Factors Affecting Performance (30%)</li> </ul> <p><b>Options (40% total)</b> Select <b>two</b> of the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People (20%)</li> <li>• Sport and Physical Activity in Australian Society (20%)</li> <li>• <b>Sports Medicine (20%)*</b></li> <li>• <b>Improving Performance (20%)*</b></li> <li>• Equity and Health (20%)</li> </ul> <p style="text-align: right;">*Preferred area of study</p>
<b>Particular course requirements:</b> N/A	
<p><b>Assessment requirements:</b> <i>External Assessments</i> (Trial and HSC exam): A written external examination containing:</p> <ul style="list-style-type: none"> <li>• Multiple-choice questions</li> <li>• Short response questions</li> <li>• Business report</li> <li>• Extended response</li> </ul>	<p><i>Internal Assessments:</i> Knowledge and understanding of course content:</p> <ul style="list-style-type: none"> <li>• Outdoor recreation camp analysis</li> <li>• Movement analysis</li> <li>• Health research and design task</li> <li>• Scenario response</li> <li>• Health research task</li> <li>• Sports training case study</li> </ul>

## Physics Stage 6 (Year 11/12)

<b>Course:</b> Physics	<b>Course Number:</b> Prelim: 11310   HSC: 15330
<b>Course teacher:</b> Mr D Maybury	
<b>BOSTES status:</b> 2 units for each of Preliminary and HSC / Board Developed Course	<b>Syllabus link:</b> <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/physics.html">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/physics.html</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) N/A	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) N/A
<b>Specific equipment required (not supplied):</b> N/A	
<p><b>Course description:</b> Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.</p> <p>The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical conditions of planet Earth.</p> <p>The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.</p>	
<p><b>Main topics covered:</b> Preliminary Course Module 8.1</p> <ul style="list-style-type: none"> <li>• The World Communicates (25% of course time)</li> <li>• Electrical Energy in the Home (25% of course time)</li> <li>• Moving About (25% of course time)</li> <li>• The Cosmic Engine (25% of course time)</li> </ul> <p><b>HSC Course Module 9.1</b></p> <ul style="list-style-type: none"> <li>• Space (18% of course time)</li> <li>• Motors and Generators (25% of course time)</li> <li>• From Ideas to Implementation (25% of course time)</li> </ul> <p><b>One Option from the following modules. Note: the students in conjunction with the teacher decide which optional module might be the most appropriate selection. The whole class will study the selected module. (17% of course time)</b></p> <p>Geophysics</p> <ul style="list-style-type: none"> <li>• Medical Physics</li> <li>• Astrophysics</li> <li>• From Quanta to Quarks</li> <li>• The Age of Silicon</li> </ul>	
<p><b>Particular course requirements:</b> Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.</p>	
<p><b>Assessment requirements:</b></p> <p><i>External Assessments:</i></p> <p>A written external examination containing:</p> <ul style="list-style-type: none"> <li>• Multiple-choice questions</li> <li>• Short response questions</li> <li>• Extended response</li> </ul> <p><i>Internal Assessments:</i></p> <p>Knowledge and understanding of course content through:</p> <ul style="list-style-type: none"> <li>• Practical Laboratory skills</li> <li>• Written examinations reflecting covered course content and preparing the student for the external exam</li> <li>• Communication of physics information, ideas and understanding in appropriate forms</li> </ul>	

## Visual Arts Stage 6 (Year 11/12)

<b>Course:</b> Visual Arts	<b>Course Number:</b> Prelim: 11380   HSC: 15400
<b>Course Teacher:</b> Mrs C Irons	
BOSTES status: Year 11: 120 hours (indicative) Year 12: 120 hours (indicative)	Syllabus link: <a href="http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/visual-arts-st6-syl.pdf">http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/visual-arts-st6-syl.pdf</a>
<b>Estimated course costs in year 11:</b> (including materials additional and excursions) Excursion Costs: \$50	<b>Estimated course costs in year 12:</b> (including additional materials and excursions) Material costs: Varies depending on Major work Excursion costs: \$50
<b>Specific requirements:</b> A3 Visual Arts Diary	
<b>Course description:</b> Visual Arts at Stage 6 is designed to enable students to: <ul style="list-style-type: none"> <li>gain increasing intellectual autonomy in their abilities to aesthetically and persuasively represent ideas in the visual arts; and</li> <li>understand and value how the field of the visual arts is subject to different interpretations.</li> </ul> Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	
<b>Main topics covered:</b> <b>Preliminary Course</b> <b>Art Criticism/Art History</b> (Practice, Conceptual framework, Frames) <i>Andy Goldsworthy</i> <i>Navigating Art</i> <i>Choice and Chance</i> <b>Artworks</b> - Life and death - Appropriation	<b>HSC Course</b> <b>Art Criticism/Art History</b> (Practice, Conceptual framework, Frames) Creating Meaning Art Timeline Frames (Subjective, Cultural, Structural, Post Modern) Case Studies (Creating Meaning, Margaret Olley, Piero Della Francesco, Words and Text in Art, Restitution and the Museum) <b>Major Body of Work</b>
<b>Particular course requirements:</b> Year 11: A focus on the key components and concepts that need to be known in the visual arts through: <ul style="list-style-type: none"> <li>the content of practice, conceptual framework, frames</li> <li>making artworks in at least 2 forms</li> <li>use of a process diary</li> <li>broad investigation of ideas in art criticism and art history</li> </ul> Year 12: A focus on more interpretive investigations and relationships through: <ul style="list-style-type: none"> <li>the content of practice, conceptual framework, frames</li> <li>the development of a body of work</li> <li>use of a process diary</li> <li>investigation of content through at least 5 case studies in art criticism and art history</li> </ul>	
<b>Assessment requirements:</b> <b>Year 11:</b> School-based assessment: artmaking (50%); art criticism and art history (50%) <b>Year 12:</b> School-based assessment: development of the body of work (50%); art criticism and art history (50%) <b>External examination:</b> submission of a body of work (50%); written paper (50%)	