

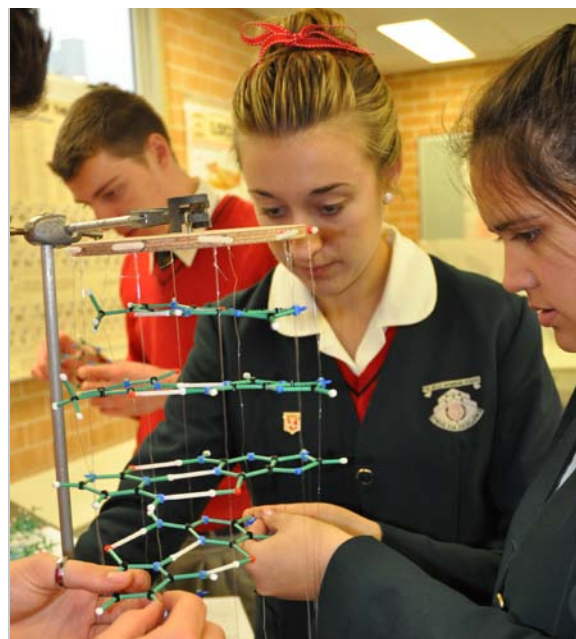


Founded 1982

THE HILLS  
GRAMMAR SCHOOL



ACADEMIC  
PROGRAM:  
YEARS 11 & 12 2012



## **CONTENTS**

---

### **PROGRESSION TO YEAR ELEVEN**

#### **INFORMATION FOR STUDENTS**

FREQUENTLY ASKED QUESTIONS

COURSES AT THE HILLS GRAMMAR SCHOOL

POSSIBLE PATTERNS OF STUDY

METHODS OF COURSE SELECTION

#### **COURSES - PRELIMINARY AND HSC**

ENGLISH

MATHEMATICS

SCIENCE

HSIE (HUMAN SOCIETY AND ITS ENVIRONMENT)

LANGUAGES

TAS (TECHNOLOGY AND APPLIED STUDIES)

PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)

DRAMA

MUSIC

VISUAL ARTS

#### **GLOSSARY**

## PROGRESSION TO YEAR ELEVEN

---

Year Ten is a very important year for all students. The central focus for students will, as always, be their academic studies, culminating in their first experience of a series of public tests - the School Certificate tests - in November. During Year Ten, the School provides experiences and guidance designed to help students to mature progressively. By the end of Term Four, students take on increasingly adult responsibilities with a sense of independence, self discipline and direction. This is necessary for their success as the academic and social leaders of the School in Years Eleven and Twelve.

As students move through Year Ten, they and their parents should be aware that progression into Year Eleven is not automatic. For students to proceed to Year Eleven they must show evidence of a sincere and consistent application to their studies, and an active commitment to the values of the School in terms of citizenship, personal development and co-curricular participation. By far the majority of Year Ten students will proceed into Year Eleven. Some students will choose to leave the School to follow alternative pathways. In a few cases, where students have not been able to demonstrate consistent effort and positive, co-operative behaviour, they may be counselled against continuing into Year Eleven.

Indicators that progression to Year Eleven might be called into question include: a poor Student Learning Profile in a number of subjects in the Half Yearly Report, repeated comments in the Red Book, and contacts from the Heads of House or Heads of Curriculum regarding unsatisfactory effort or behaviour. Letters will also be sent home if a student's performance in any of the above areas is causing concern. An accumulation of these indicators over the year will necessitate serious consideration of whether a student can continue at the School for Year Eleven. In such cases, an interview is arranged in Term Four of Year Ten with the student, his or her parents and the Directors of Learning and Teaching, and Student Wellbeing.

# INFORMATION FOR STUDENTS

---

## FREQUENTLY ASKED QUESTIONS

### SHOULD I CONTINUE TO THE HSC?

#### Factors to consider

In considering the crucially important question of whether to continue to the HSC or not, students should take into account the following factors:

- performance in Year Ten
- career aspirations
- pre-requisite, assumed knowledge or recommended studies for tertiary courses
- degree of motivation to work consistently
- advice offered by the School.

A student is unlikely to succeed at HSC level unless each of these factors is carefully analysed. HSC courses at 2 unit level and above require a considerably higher standard of work, and especially commitment, than School Certificate courses.

#### Expectations of students

It is of no use for a student simply to drift out of Year Ten into Year Eleven. A student must make a reasoned and deliberate decision to accept that they will be a student for another two years and to redouble their effort in academic work. Teachers recommend an average of 15 hours study a week in Year Eleven, ie 2-3 hours a night Monday to Thursday, and a few hours over the weekend. Year Twelve students will probably need an extra hour or two per day.

Self-motivation must replace rewards and consequences imposed by teachers and parents; rote learning decreases in importance as the need for conceptual insight and deductive reasoning increase. The one indispensable attribute of the successful HSC student is a willingness to spend long hours studying and to make sacrifices in order to achieve their best. All courses offered assume that the student will prepare for classroom work by completing necessary reading from textbooks and other sources, and will follow up class sessions by completing homework, assignments and other written work.

Particularly in the case of Extension courses, demonstrably superior ability and dedication must be shown in Year Ten for a student to enter the program of study.

#### People to consult

Students in Year Ten who are in any doubt about their preparedness to undertake Years Eleven and Twelve study are urged to discuss the matter with their Tutor, Head of House, Heads of Curriculum, the Careers Advisor, their teachers and their parents.

Opportunities to study VET courses and Board Endorsed Courses provide options for a more diverse pattern of study, still leading to an HSC but not necessarily to an ATAR (Australian Tertiary Admission Rank). For some students this pattern of study may be more appropriate and students should seek advice from the Director of Learning and Teaching before any firm decisions are made.

### WHEN DO COURSES BEGIN?

Courses are no longer seen as being 'Year Eleven' and 'Year Twelve'. They are called Preliminary Courses and HSC Courses. These equate roughly with the calendar years of Year Eleven and Twelve, respectively, but the HSC Courses usually begin when students are in Year Eleven - most likely in early Term Four. A student may not sit for the examination in an HSC course without having first satisfied the criteria of study for the relevant Preliminary Course (see below for details on satisfying criteria for a course).

## WHAT TYPE OF COURSES CAN I SELECT?

There are different types of courses that students can select in the Preliminary and HSC years.

### 1) Board Developed Courses

These courses are developed by the Board of Studies. There are syllabus and support documents for each course which contain:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- descriptions of the performance bands

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

### 2) Content Endorsed Courses

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses. Content Endorsed Courses currently offered at The Hills Grammar School are: Visual Design and Sport, Lifestyle and Recreation (SLR).

Content Endorsed Courses offered at The Hills Grammar School are **one-year, one-unit courses and offered only in Year Eleven.**

There are no external examinations for Content Endorsed Courses but these courses do count towards the Higher School Certificate and appear on the Record of Achievement.

## WHAT ARE THE REQUIREMENTS OF THE NSW BOARD OF STUDIES FOR THE AWARD OF THE HSC?

The pattern of study for each student must comprise at least 12 units of Preliminary Courses and at least 10 units of HSC Courses. The patterns must include:

- at least two units of English
- at least six units from Board Developed Courses
- at least three courses of two units value or greater
- at least four subjects
- a maximum of six units from courses in Science

## WHAT ARE THE COURSE COMPLETION CRITERIA?

A student will be considered to have satisfactorily completed a Preliminary or HSC course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Board; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

By way of explanation, diligence and sustained effort applies to all facets of a course: work in class and at home, assessment tasks, assignments, practicals, fieldwork, class tests and examinations. **Students must make a genuine attempt.**

It must be pointed out that progression from the Preliminary Course to the HSC Course in a subject is not automatic. If a student's performance is deemed to be unsatisfactory in the Preliminary Course then the HSC for that student may have to be completed over three or more years, rather than the more common two years.

For HSC courses, students must complete school assessment tasks that contribute in excess of 50% of the available marks for that course, and make a serious attempt at the HSC external examinations.

### **WHAT IS THE ATAR?**

The Australian Tertiary Admission Rank (ATAR) is a rank based on a student's overall academic achievement at the HSC. It is used to rank and select school leavers for admission to tertiary courses.

### **WHAT ARE THE ATAR RULES?**

To be eligible for an ATAR a student must:

- complete at least 10 units of HSC Board Developed Courses including a minimum of two units of English
- complete at least four subjects (even if this means studying more than 10 units)
- complete at least three courses of two units or more.

Note also that only two units of Category B courses can be included in the calculation of the ATAR and that no more than six units of Science courses can count towards the ATAR.

## COURSES AT THE HILLS GRAMMAR SCHOOL

At The Hills Grammar School, the following courses, all of which are two unit unless stated otherwise, may be offered. Please note that some of these courses have an Extension or Extension 1 course option which some students will attempt for the HSC. English and Mathematics also have an HSC Extension 2 course.

FACULTY	PRELIMINARY & HSC COURSES (2 UNIT)	PRELIMINARY EXTENSION COURSES (1 UNIT)	HSC EXTENSION COURSES (1 UNIT)
ENGLISH	English Standard English Advanced English as a Second Language	English Extension 1	English Extension 1 English Extension 2
MATHEMATICS	General Mathematics Mathematics	Mathematics Extension 1	Mathematics Ext 1 Mathematics Ext 2
SCIENCE	Biology		
	Chemistry		
	Physics		
HSIE	Ancient History		History Extension <sup>1</sup>
	Business Studies		
	Economics		
	Geography		
	Legal Studies		
	Modern History		History Extension <sup>1</sup>
LANGUAGES	French Continuers		French Extension
	Japanese Continuers		Japanese Extension
	Latin Continuers		Latin Extension
TAS	Design and Technology		
	Hospitality Operations (VET) <sup>2</sup>		
	Industrial Technology		
	Information Processes and Technology		
	Information Technology (VET) <sup>2</sup>		
PD/HEALTH/PE	PD/Health/PE Sport, Lifestyle and Recreation <sup>3</sup>		
DRAMA	Drama		
MUSIC	Music 1 Music 2 <sup>4</sup>		Music Extension
VISUAL ARTS	Visual Arts Visual Design <sup>3</sup>		

## HSC COURSE NOTES

These notes refer to the table of courses on the previous page.

<sup>1</sup> There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.

<sup>2</sup> Category B courses.

<sup>3</sup> One unit Preliminary Content Endorsed Courses (Year Eleven only)

<sup>4</sup> Students must study Music 2 if they wish to study HSC Music Extension.

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

At The Hills Grammar School **students in Year Eleven generally study 12 units,**

i.e. 6 x 2 unit courses OR

5 x 2 unit courses plus 1 Extension course plus 1 Content Endorsed Course, OR

5 x 2 unit courses plus English Extension 1 and Mathematics Extension 1

In exceptional circumstances, students may be granted permission to study 13 units in Year Eleven. **Applications to take 13 units should be made in writing to the Director of Learning and Teaching and should demonstrate outstanding academic achievement in Year Ten courses.**

A 2 unit course is intended to meet the needs of students who wish to study the subject at university level. Economics, for example, provides students with relevant background for a study of Economics at university. However, to study Economics at university, it is NOT usually necessary to have studied Economics for the HSC.

Extension 1 and Extension 2 courses are designed to meet the needs of those students who have a particular interest and ability in a subject. They are intended to provide suitable preparation for the study of the subject at tertiary level, and may cover the content of the related 2 unit course with a deeper and more extensive treatment, or may introduce extra and/or more demanding topics for study.

A number of HSC Courses include a requirement for the development of a major project for external assessment (Visual Arts, Drama, Music, Design and Technology, Industrial Technology, and English Extension 2). **Projects developed for assessment in one course can not be used either in full or in part for assessment in any other course.**

## POSSIBLE PATTERNS OF STUDY

### HOW TO CHOOSE - CONSIDER INTEREST AND APTITUDE

Two of the main factors which will influence a student's choice of courses in Year Eleven are **interest and aptitude**.

In general, interest alone is not sufficient reason for choosing a particular course. No course set for study for the HSC is easy. All courses demand a high level of student engagement and activity (arising from interest) but the nature of the course and the standard expected demand considerable aptitude as well. Generally speaking, students **should not make subject choices based on perceived outcomes of the universities' scaling system**.

A student should therefore choose a course which is realistic in regard to previous academic achievement. Work done in Year Ten gives a reasonable guide when choosing Preliminary Courses in Year Eleven. A student's Year Ten class teacher is usually the best judge of the appropriate course of study for a student in a given subject area in Year Eleven.

Another consideration for students is what they want to do when they leave school.

Most HSC candidates will want to use their results as a qualification which they hope will entitle them to enter a further stage of education. What are these stages?

- Many will try to enter a university to study for a particular degree or diploma. To be accepted to do this, students may need to have studied certain courses in the Preliminary and HSC Courses AND to have studied these to a certain level of attainment. Please check this with the Careers Advisor.
- Some may accept employment immediately but, as a condition of that employment, begin part-time study.
- Some may enter a TAFE College to study one of a wide range of courses which require the student to have completed the HSC, and may even require the study of specific HSC courses.
- Some may enter certain agricultural colleges or TAFE courses which only require School Certificate courses, however, skills developed during their HSC studies will help these students cope better with the demands of these courses.

**The important thing is to choose a pattern of study which:**

- **is of as high a standard as the student's interests and abilities allow; and, if possible,**
- **covers the courses which are relevant for post-secondary study ambitions.**

Tertiary entrance requirements are available from the Careers Advisor. So that an informed choice can be made it is necessary to:

- know the range and possible combinations of courses which the School has to offer
- know what, if any, courses are essential to study in Years Eleven and Twelve to obtain entry into certain courses after the HSC
- have some idea as to whether a student has the ability to cope with the courses which interest him or her.

**All Year Ten students should refer to the 'University Entry Requirements, 2014: Year Ten Booklet' produced by the Universities Admission Centre and available through the School Careers Advisor.** This details university courses that will be available in 2014 and which HSC courses are recommended, assumed, or prerequisite for entry to a given university course. This booklet is also available for purchase at a nominal fee through the UAC website: [www.uac.edu.au/publications/undergraduate/index.shtml](http://www.uac.edu.au/publications/undergraduate/index.shtml)

### REMAIN FLEXIBLE AND BALANCED

It must be remembered that a student's aspirations can change considerably in the last years of school. Certainly in Year Eleven, a student's pattern of study should be as broad as possible, and not restricted to the requirements of any one given tertiary course or vocation. For example, a student interested in a Science or Engineering course, should take Physics and Chemistry and, if able enough, Extension Mathematics, as well as other courses to provide a balance.

Similarly, if a student wishes to place emphasis upon the study of Business, it would make sense to take Business Studies and/or Economics, and possibly Legal Studies. Such students would be well advised to ensure that they also chose courses from other subject areas such as a language, a history, a science or Visual Arts, to provide the breadth of study which is so important to their development.

Students must take care that they do not disadvantage themselves and limit their future options by being too narrow in their course selection for Year Eleven.

### **HSC/TAFE CREDIT TRANSFER**

At The Hills Grammar School the VET Information Technology and Hospitality courses can be used by students to gain advanced standing into TAFE College certificates and diplomas. This means that some HSC students will not need to complete every TAFE subject in a diploma or certificate as they will already have done equivalent work in their HSC courses. It should be noted that once a student has gained a TAFE certificate or diploma it can sometimes be used by the student to gain advanced standing into a university degree. Interested students should talk to the Careers Advisor and/or the Head of Curriculum - TAS.

### **ACCELERATION AND ACCUMULATION**

Accelerated progression to the HSC in all courses, or just one, could apply to students who have displayed outstanding abilities in all or any of their courses. Such acceleration would be subject to the regulations and guidelines of the Board of Studies and would normally be discussed with the student and parents when the student is in Year Nine.

The other alternative open to students is the possibility of taking up to five years to complete their HSC. This would allow students to concentrate on only a few courses at a time while also doing such things as part-time work, participating in high level sport or coping with long term illness.

Students and parents interested in pursuing either of these options should make an appointment to see the Director of Learning and Teaching.

### **METHOD OF COURSE SELECTION**

Along with this Guide parents and students will be given more information at the Year Ten Course Selection Evening and in interviews with senior staff as required.

After students have had a chance to absorb this information and discuss issues with parents and teaching staff, they will be asked to select their courses for Year Eleven.

Students will need guidance from many sources. Older students can also often provide realistic advice on certain courses, keeping in mind that there might be changes to the syllabus for a course from one year to the next.

It is important to note that some courses have practical components such as a performance or the creation of a major piece of work. These courses are deliberately kept smaller in recognition of their specific practical requirements. As a consequence, entry to these courses may be subject to the submission of a written application to the Head of Curriculum, detailing the reasons why the student should be admitted to the course.

The School will endeavour to offer all students their preferred pattern of study, although consideration needs to be given to appropriate sizes of classes and availability of staff. If too few students elect to take a course in a particular year, the School may not offer that course. If too many students elect to take a course, the School may require alternative choices to be made.

Construction of the School timetable for 2012 may create constraints that require students to exercise flexibility in their choices of pattern of study.

## **COURSES - PRELIMINARY AND HSC**

---

### **ENGLISH**

#### **ENGLISH- STANDARD (PRELIMINARY AND HSC COURSES)**

*Here will be an old abusing of God's patience and the King's English - William Shakespeare*

#### **RATIONALE**

The Preliminary and HSC English (Standard) courses are designed for students to become proficient in English to enhance their personal, social and vocational lives. These courses provide students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts. They offer a rich language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

Students explore language forms, features and structures of texts in a range of personal, social, historical, cultural and workplace contexts. They respond to and compose texts to extend experience, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to appreciate the imaginative and the affective and to recognise the ways texts construct, interpret and reflect ways of thinking about the self and the world.

These courses provide diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They also encourage development of skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The courses encourage students to reconsider and refine meaning and reflect on their own processes of responding, composing and learning.

Standard students are expected to reflect on and demonstrate the effectiveness of texts for different purposes and audiences.

#### **COURSE REQUIREMENTS**

These courses are suitable for students whose principal interests and abilities might not lie in the field of English. Possibly, in the earlier years of secondary school, these students have found English challenging. The curriculum in these courses is intended to be less difficult than that of the Advanced English courses. For instance, the study of a Shakespearean drama text is not required. The Standard English courses, nevertheless, are demanding and interesting programs. Students will be given opportunities to improve their skills and knowledge in this subject area. They will be required to study texts of the following types: prose fiction, poetry, drama and nonfiction or multi-media or film.

#### **PRELIMINARY COURSE**

The Preliminary English (Standard) course is designed by teachers. In designing the course they address the objectives of Stage 6 English (Standard) and aim to assist their students to achieve the course outcomes.

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

- Study Australian and other texts
- Explore a range of types of text drawn from prose fiction, drama, poetry, non-fiction, film, media and/or multimedia texts
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- Engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

### **Section 1**

- 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 one Area of Study.

### **Section 2 - Electives**

Students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.

### **HSC COURSE**

In HSC Standard English (2 unit), students undertake an Area of Study (in common with the Advanced Course) and three Modules (Module A - Experience Through Language, Module B - Close Study of Text, Module C - Texts and Society). It is mandatory for Standard students to study four types of prescribed texts:

- one prose fiction text,
- one drama text,
- one poetry text,
- one non-fiction or film or media or multimedia text.

as well as:

- a range of additional related text and textual forms.

### **Examples of Possible Study Patterns for HSC Standard English**

#### **Example 1**

Area of Study: "Strictly Ballroom" (film text)

Module A: "The Life and Times of Harry Lavender" (prose fiction text)

Module B: Wilfred Owen (poetry text)

Module C: "Educating Rita" (drama text)

#### **Example 2**

Area of Study: Peter Skrynechi (poetry text)

Module A: "The Life and Times of Harry Lavender" (prose fiction text)

Module B: "Cosi" (drama text)

Module C: "Billy Elliot" (film text)

## ENGLISH - ADVANCED (PRELIMINARY AND HSC COURSES)

*It is not true we have only one life to live; if we can read, we can live as many more lives and as many kinds of lives as we wish - S.I. Hayakawa*

### RATIONALE

The Preliminary and HSC English (Advanced) courses are designed for students to become critical and sophisticated users of English in order to enhance their personal, social and vocational lives. These courses provide students who have an interest and ability in the subject, with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts, through the integration of the modes of reading, writing, speaking, listening, viewing and representing.

Students explore language forms, features and the structures of a variety of texts in a range of personal, social, historical, cultural and workplace contexts. They refine their understanding of the relationships between language and meaning. They respond to and compose texts critically and imaginatively, in order to extend experience, gain access to and evaluate ideas and information, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Students learn to use language in complex and subtle ways to express experiences, ideas and feelings. They engage in close study of texts and extend their knowledge of personal, social, historical, cultural and workplace contexts to understand how these influence the composition of, and response to, texts.

These courses foster an appreciation of aesthetic values and provide students with opportunities for enhancing their understanding of literary expression. Students explore the different ways in which texts rewrite and represent/re-present conventions used in other texts, and they consider how these representations achieve meaning. They learn that different ways of reading may produce different meanings and may reflect attitudes and values.

Advanced students are expected to ANALYSE and to EVALUATE texts.

### COURSE REQUIREMENTS

Students choosing these courses will have shown themselves to be competent, above average students of English. As a guide, a Year 10 course mark of at least 60 at the half yearly point, and above 70 in the School Certificate examination, would indicate suitability for this course, dependent on student interests and aptitudes. They will have an interest in literary texts of recent times and in literary texts of previous historical periods, as well as an ability to observe and comment on the way language is used in film, media and non-fiction texts. They will be expected to analyse language and literature at a complex and sophisticated level and to express their analysis both in extended essay responses as well as a variety of other text types. Students enrolling in Advanced English with a particular flair for the subject may also enrol in English extension courses (English Extension1 in the Preliminary year and in the HSC year, English Extension 2 in the HSC year only). In this way students may study 2, 3 or 4 units of English for the HSC.

### PRELIMINARY COURSE

The Preliminary English (Advanced) course is designed by teachers. In designing the course they address the objectives of Stage 6 English (Advanced) and assist their students to achieve the course outcomes.

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

- Study Australian and other texts
- Explore a range of types of text drawn from Shakespeare drama, prose fiction, drama or film, poetry, non-fiction, media and/or multimedia texts
- Undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate

- Engage in the integrated study of language and text.

The course has two sections and the requirements listed above apply to both sections.

### **Section 1**

- 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 one Area of Study.

### **Section 2 - Electives**

Students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.

## **HSC COURSE**

In HSC Advanced English (2 unit), students undertake an Area of Study (in common with the Standard Course) and three Modules (Module A - Comparative Study of Texts and Context, Module B - Critical Study of Texts, Module C - Representation and Text). It is mandatory for Advanced students to study five types of prescribed text:

- one Shakespearean text,
- one prose fiction text,
- one poetry text,
- one drama or film text,
- one non-fiction or multi-media or multimedia text.

as well as:

- A wide range of additional related texts and textual forms

### **Examples of Possible Patterns of Study (HSC - Advanced)**

#### **Example 1**

Area of Study: "Strictly Ballroom" (film text)

Module A: "The Great Gatsby" (fiction text) and

Elizabeth Browning (poetry text)

Module B: "Hamlet" (Shakespearean drama)

Module C: "The Justice Game" (non-fiction text)

OR

#### **Example 2**

Area of Study: Emily Dickinson (poetry text)

Module A: "Frankenstein" (fiction text) and

"Blade Runner" (film text)

Module B: "Hamlet" (Shakespearean drama)

Module C: "The Justice Game" (non-fiction text)

OR

#### **Example 3**

Area of Study: "Romulus, My Father" (non fiction text)

Module A: "King Richard III" (Shakespearean drama) and  
"Looking for Richard" (film text)  
Module B: Gwen Harwood (poetry text)  
Module C: "Snow Falling Upon Cedars" (novel text)

## ENGLISH - EXTENSION 1 (PRELIMINARY AND HSC COURSES)

*The man who does not read good books has no advantage over the man who cannot read - Mark Twain*

### RATIONALE

Students refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

Students who have a particular interest in the study of English and who have demonstrated significant competence in this subject will have the opportunity to take an additional unit of English in the Preliminary year. On successful completion of the preliminary course they may then proceed to the Extension 1 programme in the HSC year. The course of study for the HSC requires students to make a close examination of three advanced texts, chosen from a range of electives. Examination will be in the form of extended written responses; students must be prepared to convey their achievement of the course outcomes in critical response (essay) form as well as in a variety of other text types.

### COURSE REQUIREMENTS

The Preliminary and HSC Extension Courses are aimed at accomplished, analytical and imaginative students, capable of extension work in English. As a guide, a Year 10 course mark of at least 75 at the half yearly point, and above 85 in the School Certificate, would indicate suitability for this course, dependent on student interest and aptitude.

### PRELIMINARY COURSE

Students undertaking the Preliminary English Extension 1 course must complete:

#### Module: Texts, Culture and Value

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:

- Consider the relationships between the text and its culture
- Explore the language of the texts and examine the ways in which language shapes and reflects values
- Consider the effects of different ways of responding to texts
- Consider the ways and reasons the original and later manifestations of the text are valued

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.

The course includes a number of assessment tasks designed to enhance student skills in textual analysis, synthesis, and creative writing. An independent research project involving a presentation concludes the course.

## **HSC COURSE**

In the HSC English Extension 1 Course, students explore ideas of value and consider how cultural values and systems of valuation arise. Students undertaking the HSC Extension 1 Course must complete ONE elective chosen from One of the HSC Modules; A (Genre), B (Texts and Ways of Thinking) or C (Language and Values).

## **EXAMPLES OF POSSIBLE STUDY PATTERNS**

### **Example 1**

Module A: Genre (Elective 3: Science fiction)

“2001: A Space Odyssey” (film text)

“Neuromancer” (novel text)

“Brave New World” (novel text)

OR

### **Example 2**

Module B: Texts and Ways of Thinking (Elective 2: Romanticism)

“Northanger Abbey” (prose text)

“Possession” (prose text)

John Keats (poetry text)

## **ENGLISH - EXTENSION 2**

*In fact, eloquence in English will inevitably make use of the Latin element in our vocabulary - Robert Fitzgerald*

Students must study 2U Advanced English (Preliminary and HSC) and Extension 1 English (Preliminary and HSC) to be eligible for Extension 2 English. This course is designed for highly capable students of English. Extension 2 is only undertaken in the HSC year.

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

**Students undertaking the HSC English Extension 2 Course must complete a Major Work.**

## **MAJOR WORK**

This module requires students to work independently to plan and complete a Major Work in the form of an extended composition. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction.

Students compose the Major Work as an extension of the knowledge, understanding and skills developed in the English Advanced and Extension 1 courses. The Major Work is to be substantial. It may be imaginative, investigative, interpretive, analytical or a combination of these. The chosen form and medium must be appropriate to the nature of the task, the student's interests and abilities and the resources available.

To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation is documented in a journal that demonstrates the processes of inquiry, interprets, analyses and reflects the knowledge and understanding gained, and explains the stages of the composition of the Major Work.

**The Major Work will be assessed internally as a process and externally as a product.**

## **COURSE REQUIREMENTS**

**Enrolment into the Extension 2 course is by invitation from the Head of Curriculum and is dependent upon outstanding performance in the Preliminary Extension 1 course.**

## **ENGLISH - ESL**

*It doesn't matter what the income level of your family is, or if English is the first or second language. It makes no difference. The bottom line is that every child can be an academic champion and a superstar in academics - Arnold Schwarzenegger*

The English ESL course may be accessed by any student who has been educated overseas or in an Australian educational institution using English as the language of instruction for five years or less prior to the beginning of the Preliminary year of study. (ie any student who only began to be educated in an English - language classroom situation after the commencement of Year Seven).

The structure of the course is as follows:

### **STUDY IN THE PRELIMINARY COURSE**

Area of Study .....	60%
Electives .....	40%

### **STUDY IN THE HSC ENGLISH (ESL) COURSE**

Language study within an Area of Study.....	50%
Module A.....	25%
Module B.....	25%

In the Area of Study, students reinforce and extend their language skills and apply skills in synthesis.

The Modules emphasise particular aspects of shaping meaning and demonstrate the effectiveness of texts for different audiences and purposes.

In HSC English ESL students undertake Language Study within an Area of Study and two Modules; Module A - Experience Through Language, and Module B - Texts and Society. It is mandatory for HSC English ESL Students to study at least three types of texts drawn from:

- Prose fiction
- Drama
- Poetry
- Non-fiction
- Film or media or multimedia texts

They must also study a wide range of additional texts and textual forms. HSC assessment also includes a Listening Examination.

**EXAMPLES OF POSSIBLE STUDY PATTERNS**

Area of Study (Peter Skrzyneck (poetry text) and “Educating Rita” (drama text)

Module A: “The Castle” (film text)

Module B: “Workplace and Community Texts Support Document”(non fiction text).

## **MATHEMATICS**

*Mathematics is the art of giving the same name to different things - Jules Henri Poincare*

The Mathematics Faculty offers the four Board of Studies courses for the award of the NSW Higher School Certificate. These courses are:

- Mathematics Extension 2,
- Mathematics Extension 1,
- 2 unit Mathematics,
- 2 unit General Mathematics.

All of these courses, EXCEPT Mathematics Extension 2, are divided into a Preliminary course and an HSC course. The Mathematics Extension 2 course commences in the HSC year.

### **WHICH COURSE TO CHOOSE?**

The selection of a particular Mathematics course is often a difficult task for students and so they are encouraged to discuss their choice of course with their Mathematics teacher and the Head of Curriculum - Mathematics. It is important that each student is guided into a Mathematics course that they can successfully study to the end of the HSC course. To this end, the Mathematics Faculty has formulated a list of prerequisites, based on Year Ten course marks, for entry into the various Mathematics courses offered at this school (see the section below).

### **COURSE PREREQUISITES 2012**

#### **Mathematics Extension 2**

Entry into the Extension 2 course is by invitation from the Head of Curriculum - Mathematics and is dependent upon outstanding success in the Preliminary Mathematics Extension 1 course.

#### **Mathematics Extension 1**

Has studied School Certificate Mathematics at 5.3 level and achieved course marks greater than 80%.

#### **2 Unit Mathematics**

Has studied School Certificate Mathematics at 5.3 level and achieved course marks greater than 70%, or at 5.2 level and achieved course marks greater than 80%.

#### **2 Unit General Mathematics**

Has studied at any level in School Certificate Mathematics. Students may not study General Mathematics in conjunction with any other Mathematics course.

## **MATHEMATICS - GENERAL**

*I advise my students to listen carefully the moment they decide to take no more Mathematics courses - they might be able to hear the sounds of closing doors - James Caballero*

### **RATIONALE**

The purpose of General Mathematics is to provide an appropriate mathematical background for students who wish to enter occupations which require the use of basic mathematical and statistical techniques. The focus is on attaining mathematical skills and techniques that have direct application to everyday activity. The course provides students with valuable support in a range of concurrent Preliminary and HSC subjects, assisting the development of skills and techniques that assist students who undertake associated research projects. The course provides a strong foundation for the workforce, vocational training studies and for university courses in the humanities, nursing and paramedical sciences.

The intention of the Board of Studies is that the General Mathematics course caters for a wide range of abilities.

### **AIMS AND OBJECTIVES**

General Mathematics is designed to develop skills, knowledge and understanding of the Mathematics used in the very broad range of human endeavour. Students will develop an ability to apply mathematical skills and techniques to interpret practical situations, to communicate Mathematics verbally and in the written form, to appreciate the relevance of Mathematics as well as develop skills, knowledge and understanding in the topics listed in the Preliminary and HSC Course Structures below.

Students will be expected to be competent in collecting, analysing and organising information, communicating ideas and information, planning and organising activities, working with others in teams, using mathematical ideas and techniques, using technology and solving everyday problems.

### **PRELIMINARY COURSE STRUCTURE**

- Financial Mathematics: Earning money, investing money, taxation.
- Data Analysis: Statistics and society, data collection and sampling, displaying single data sets, summary statistics.
- Measurement: Units of measurement, applications of area and volume, similarity of two-dimensional figures, right-angled triangles.
- Probability: The language of chance, relative frequency and probability.
- Algebraic Modeling: Basic algebraic skills, Modeling linear relationships.

### **HSC COURSE STRUCTURE**

- Financial Mathematics: Credit and borrowing, annuities and loan repayments, depreciation.
- Data Analysis: Interpreting sets of data, the normal distribution, correlation.
- Measurement: Further applications of area and volume, applications of trigonometry, spherical geometry.
- Probability: Multi-stage events, applications of probability.
- Algebraic Modeling: Algebraic skills and techniques, Modeling linear and non-linear relationships.

### **USE OF TECHNOLOGY**

The content of the General Mathematics course provides an opportunity to use computer spreadsheets and other software packages as appropriate to enhance the learning process.

### **ASSESSMENT**

A variety of tasks will be used to assess student performance standards for internal assessment. The internal assessment

mark will reflect the rank order of students and relative differences between students' achievements. Up to 30% of the internal HSC assessment may be based on the Preliminary course.

In all assessment tasks for the Preliminary and Higher School Certificate course, students will receive a copy of the standard formulae applicable to the General Mathematics course.

## **MATHEMATICS - 2 UNIT**

*For the things of this world can not be made known without a knowledge of Mathematics - Roger Bacon*

### **RATIONALE, AIMS AND OBJECTIVES**

The 2 unit course is intended for students who have completed the School Certificate Mathematics course and demonstrated general competence in all the skills included in that course. The purpose of the 2 unit Mathematics course is to give an understanding of important mathematical ideas such as variable, function, limit, etc, to introduce students to mathematical techniques which are relevant to the real world, to understand the need to prove results, to appreciate the role of deductive reasoning in establishing such proofs, and to develop the ability to construct these proofs. The course has general educational merit and is also useful for concurrent studies in science and commerce. It is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce.

The course pursues Mathematics from an abstract point of view. As such, it must be pointed out that this 2 unit course is a challenging course and so it is critical that students enter this course with a very solid foundation from Year 10 Mathematics.

Students who require substantial Mathematics at tertiary level supporting the physical sciences, computer science or engineering should undertake the Extension 1 or Extension 2 courses, provided they meet the entry prerequisites.

### **PRELIMINARY COURSE STRUCTURE**

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry - geometrical properties
- Tangent to a curve and derivative of a function

### **HSC COURSE STRUCTURE**

- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions (including applications of trigonometric ratios)
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and applications

## ASSESSMENT

The assessment procedures will reflect the appropriate course outcomes. A greater weighting will be placed on assessments undertaken towards the end of the HSC course. No more than 20% of the 2 unit Preliminary course may be included in HSC assessment tasks.

## MATHEMATICS - EXTENSION 1

*The mathematical sciences particularly exhibit order, symmetry, and limitation; and these are the greatest forms of the beautiful - Aristotle*

### RATIONALE

This course includes the whole of the 2 unit course, but a deeper treatment of common material is appropriate for Extension 1 students. It is intended for students who have demonstrated a mastery of the skills included in the School Certificate Mathematics course and who are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of, and competence in, aspects of Mathematics including many which are applicable to the real world. The course has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. It is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the physical and engineering sciences.

The Extension 1 course is a highly abstract course and requires a great deal of competence to achieve an adequate standard in all parts of the course.

Although the Extension 1 course is sufficient for the purposes described above, it is recommended that students of outstanding mathematical ability consider undertaking the Extension 2 course.

### AIMS AND OBJECTIVES

Specific objectives of the course are to give an understanding of important mathematical ideas such as variable, function and limit, the importance of proving results, an appreciation of the role of inductive and deductive reasoning in establishing such proofs and the ability to construct these proofs. Students will need to distinguish between results which must be proved and results which merely need to be stated or verified. It aims to enhance those mathematical skills required for further studies in Mathematics and the physical and technological sciences. Precise use of language is emphasised. Students need to apply these techniques to many examples, both in class and independently. Once skills are attained, application to realistic problems is encouraged to develop problem solving skills.

### PRELIMINARY COURSE

- Other inequalities
- Circle geometry
- Further trigonometry (sums and differences, t-formulae, identities and equations)
- Angles between 2 lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary 2 unit course

## HSC COURSE

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

## ASSESSMENT

The assessment procedures will reflect the appropriate course outcomes. A greater weighting will be placed on assessments undertaken towards the end of the HSC course. Internal assessment of the HSC course may be based on the whole of the Extension 1 course (both Preliminary and HSC). As well as sitting the 2 unit Mathematics HSC external examination, Extension 1 students will sit an additional Extension examination.

## SCHOOL REQUIREMENTS

Students taking the Mathematics Extension 1 Course must study a minimum of eleven Board approved units in Year Twelve.

## MATHEMATICS - EXTENSION 2

*Life is good for only two things: discovering Mathematics and teaching Mathematics - Siméon Poisson*

## RATIONALE, AIMS AND OBJECTIVES

The Extension 2 course is designed for students with the highest levels of mathematical ability. Students will study useful and important mathematical ideas and techniques appropriate to these levels of ability, develop an understanding of these ideas and techniques and an ability to apply them to the study and solution of a wide variety of problems. The course provides the mathematical background necessary for tertiary studies in Mathematics, and is also beneficial for concurrent study of subjects in science, economics and the engineering sciences.

## HSC COURSE STRUCTURE

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Extension I Topics

## ASSESSMENT

The assessment procedures will reflect the appropriate course outcomes. A greater weighting will be placed on assessments made towards the end of the HSC course. Internal assessment of the HSC course may be based on the whole of the Extension 2 course. As well as sitting the Extension 1 HSC external examination, Extension 2 students will sit an additional Extension 2 examination.

#### **SCHOOL REQUIREMENTS**

Students taking the Mathematics Extension 2 Course must study a minimum of eleven Board approved units in Year Twelve.

## SCIENCE

*Science and art belong to the whole world, and before them vanish the barriers of nationality - Johann Wolfgang von Goethe*

The Hills Grammar School offers three Stage 6 courses developed by the NSW Board of Studies:

- 2 unit Biology
- 2 unit Chemistry
- 2 unit Physics

At The Hills Grammar School a student may study up to six units of Preliminary Science courses. Successful completion of the Preliminary course in Biology, Chemistry or Physics is a prerequisite for entry into the corresponding HSC course.

### PRELIMINARY COURSE

- Biology
- Chemistry
- Physics

### HSC COURSE

- Biology
- Chemistry
- Physics

### ENTRY REQUIREMENTS FOR THE PRELIMINARY COURSES

The Science department has formulated a list of entry requirements, based on School Certificate grades. The new HSC Chemistry and Physics courses have been designed to cater for a somewhat wider range of ability levels than previous courses. Science courses are less mathematical than in the past. Examinations require extended written responses in most questions. Entry requirements are:

- 2 unit Biology: Grade A, B or C in School Certificate Science and Grade A, B or C in English
- 2 unit Chemistry: Grade A, B or a good C in School Certificate Science and Grade A, B or C in English
- 2 unit Physics: Grade A, B or a good C in School Certificate Science and Grade A, B or C in English.

### RATIONALE FOR ALL SCIENCE COURSES

All the Stage 6 Science courses draw upon, and build onto, the knowledge, understanding, skills, values and attitudes developed in Years Seven-Ten.

The study of Science subjects involves students working both individually and with others in the laboratory, in the field and with interactive multimedia related to the theoretical concepts considered in the courses. Students apply investigative and problem-solving skills, effectively communicate scientific information and learn to appreciate the contribution that a study of Science makes to their understanding of the world.

## SCIENCE - BIOLOGY

*Science is simply common sense at its best that is, rigidly accurate in observation, and merciless to fallacy in logic - Thomas Henry Huxley*

The Biology course aims to provide learning experiences through which students will:

- acquire knowledge and understanding about fundamental concepts related to living things and their environment
- progress from the consideration of specific data and knowledge to the understanding of models and concepts
- develop positive attitudes towards the study of living things and their environment
- critically evaluate different scientific opinions and recognise the importance of evidence.

### PRELIMINARY COURSE

The course is divided into four core topics:

- **A Local Ecosystem** - students are able to draw on existing knowledge of their own local area and expand on their understanding of biological concepts that can be identified through careful analysis of the biotic and abiotic factors operating. This topic includes field experience of a local terrestrial or aquatic ecosystem to observe and measure abiotic conditions and interactions between plant and animals species.
- **Patterns in Nature** - by looking across the range of commonly occurring living organisms, patterns in structure and function can be identified. These patterns reflect the fundamental inputs and outputs of living things – the absorption of necessary chemicals and the release of wastes.
- **Life on Earth** - life has evolved over millions of years from the common elements found in the cosmos. Simple terrestrial life has been found to exist in the most hostile of conditions on Earth and evidence from Australian scientists has shown that bacteria exist kilometres deep in the Earth's crust and have done so for millions of years.
- **Evolution of Australian Biota** – Australia has a unique variety of flora and fauna. The contribution of paleontology and the study of past environments is important to our understanding of how our present actions may affect our environment and the distribution of flora and fauna in the future.

### HSC COURSE

The HSC course is divided into three core topics and the study of one option:

#### Core Topics

- **Maintaining a Balance** - multicellular organisms have specialised organ systems that are adapted for the uptake and transport of essential nutrients from the environment, the utilisation or production of energy and the removal of waste products arising from cellular activities. These systems must be kept in balance and a breakdown in the maintenance of this balance causes problems for the organism.
- **Blueprint of Life** - all living things have a finite life span. Therefore, the survival of each species depends on the ability of individual organisms to reproduce. The continuity of life is assured when the chemical information that defines it is passed on from one generation to the next on the chromosomes.
- **The Search for Better Health** - when physiological processes malfunction, the body tries to repair the damage. The process is similar in all living things and it is only when the process fails to contain the damage that disease can be recognised.

#### Option Topics

A study of one option is undertaken. The choice of option will depend on the interests and abilities of the class group. The choices are:

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

## SCIENCE - CHEMISTRY

*In this house, we OBEY the laws of thermodynamics! - Homer Simpson*

The Chemistry course aims to provide learning experiences through which students will:

- acquire knowledge and understanding about fundamental concepts related to matter and its interactions
- progress from the consideration of specific data and knowledge to the understanding of models and concepts
- develop positive attitudes towards the study of matter and its interactions
- critically evaluate different scientific opinions and recognise the importance of evidence.

### PRELIMINARY COURSE

The course is divided into four core topics:

- **The Chemical Earth** - students learn to separate the mixtures which make up the Earth in order to obtain useful substances. Using an appropriate model of the atom, the elements and compounds that make up earth materials are classified so that their properties can be understood.
- **Metals** - the cultural importance of metals is investigated. The physical and chemical properties of metals are used to study the organisation of the Periodic Table. Methods of extracting metals from their ores are studied, together with how chemists can calculate the exact amount of raw materials to use in order to use resources most efficiently.
- **Water** - the particular properties of water which contributed to the evolution of life, and which continues to support life processes, are investigated. The solubility of salts, precipitation reactions, measurement of concentration of solutions, pollution in natural waterways and reasons for careful monitoring of the concentration of mercury and other heavy metals are studied.
- **Energy** - how and why living organisms make high energy compounds, the origin of fossil fuels, the wide range of carbon compounds and how they can be extracted from organic sources is studied. Combustion is used to investigate the conditions under which chemical reactions occur, and factors which affect the rate of energy release from fuels are identified.

### HSC COURSE

The HSC course is divided into three core topics and the study of one option:

#### Core Topics

- **The Identification and Production of Materials** - students study how fossil fuels provide both energy and raw materials for the production of a wide range of organic compounds. They learn how biomass may be used as an alternative source of energy and polymers, and how plants may be used as a source of fuel. The importance of electrochemical methods in producing materials and making energy available is also studied.
- **The Acidic Environment** - acids and bases are widely used in industry and the home, therefore their properties are studied in order to gain an understanding of the safe handling of materials, and an awareness of the effect of the release of acids

and bases into our environment. The action of acids and bases in the air, our bodies, the historical development of ideas about acids, and inorganic and organic acids, are studied.

- **Chemical Monitoring and Management** - students develop an understanding of how chemists can assist in reversing or minimising the environmental problems caused by technology and the human demand for products and services. Students analyse manufactured products to determine their chemical composition, they learn how chemical processes in industry are monitored to maximise production and ensure quality control, and how water management is achieved in order to provide safe water and to protect the habitats of other organisms.

### Option Topics

A study of one option is undertaken. The choice of option will depend on the interests and abilities of the class group. The choices are:

- Industrial Chemistry
- Shipwrecks and Salvage
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

## SCIENCE - PHYSICS

*If anybody says he can think about quantum physics without getting giddy, that only shows he has not understood the first thing about them - Niels Bohr*

The Physics course aims to provide learning experiences through which students will:

- acquire knowledge and understanding about fundamental concepts related to natural phenomena and their causes
- progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised physics terms
- develop positive attitudes towards the study of natural phenomena and their causes
- critically evaluate different scientific opinions and recognise the importance of evidence.

### PRELIMINARY COURSE

The course is divided into four core topics:

- **The World Communicates** - starts with the identification of a large range of energy waves as the means of transfer of information in communication devices. Sound waves are used to illustrate many of the properties of waves that are used in such devices. Light waves are used to study reflection and refraction of electromagnetic waves. Other properties of electromagnetic waves relevant to future communication and data storage technologies are studied.
- **Electrical Energy in the Home** - the increasing dependence of society on electricity is identified, the comparative ease of transfer of electric currents over large distances, a study of electric currents, parallel and series circuits, rate of energy usage and power rating of appliances is studied. The magnetic effect of electric currents and the importance of safety devices in household circuits is also investigated.
- **Moving About** - speed, velocity, an analysis of the external forces on vehicles to explain acceleration, energy transformations, change of momentum and safety devices used in motor vehicles are studied.
- **The Cosmic Engine** - studies cover scientific thinking about the origin of the universe, accretion of galaxies and stars, the life span of stars and the formation of our solar system. Also studied are emissions from the sun and how the conditions at the earth's surface are maintained.

## HSC COURSE

The HSC course is divided into three core topics and the study of one option:

### Core Topics

- **Space** - investigation of the earth's gravitational pull, factors which have to be taken into account to provide sufficient force to launch a rocket, maintain a stable orbit and return safely to earth. The limitations of current technology are reviewed. Explanations are developed for the need to define events in space in four dimensions and the implications of time dilation and length contraction for space travel.
- **Motors and Generators** - how motors work, how to generate an electric current, how transformers change voltage, and the advantages of induction motors are studied.
- **From Ideas to Implementation** - looks at how the investigations of physicists have moved into the study of subatomic particles, how their discoveries have been channeled into technologies which have in turn assisted further exploration at the sub-atomic level. Cathode rays, the photoelectric effect and black body radiation, transistors and superconductivity are studied.

### Option Topics

A study of one option is undertaken. The choice of option will depend on the interests and abilities of the class group. The choices are:

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

## **HSIE (HUMAN SOCIETY AND ITS ENVIRONMENT)**

### **HSIE - ANCIENT HISTORY**

*Time is a violent torrent; no sooner is a thing brought to sight than it is swept by and another takes its place - Marcus Aurelius*

#### **RATIONALE**

The Ancient History syllabus continues the development of skills begun in Years Seven - Ten. Skills such as the collection, selection, organisation and interpretation of evidence, the detection of bias, assessment of arguments, critical thinking, and the communication of ideas and information to others, are all extended and reinforced by the study of Ancient History.

Students find the study of Ancient History fascinating and perplexing as we deal with people, places and events that are far removed from current events. To understand these past times students will use a large range of original sources, archaeological and written, to piece together what happened. This makes the students form judgments, based on the evidence available, and then make judgments about that evidence as to its usefulness and reliability.

By developing and enhancing these skills, the student of Ancient History will gain invaluable assets for their adult life. They will then be able to make a significant contribution to our wider society.

#### **PRELIMINARY COURSE**

##### **Introduction**

- History, Archaeology and Science: students learn methods of investigating the historic past, about the nature of sources and evidence, reconstructing the past, current concerns of the discipline, and the role of science.
- At least one Case Study chosen from an almost endless list of possibilities involving a study of people, events, places or a topic of the student's choice. Examples include Tutankhamun's Tomb and the Iceman.

##### **Ancient Societies**

- At least two studies taken from at least two of the areas of Egypt, the Near East, Greece and Rome. Possible studies are Thera/Santorini, an introduction to Roman history and society, Homer and the Trojan War.

Students also undertake a Historical Investigation on a topic of their own choice.

#### **HSC COURSE**

##### **Core Study: Cities of Vesuvius - Pompeii and Herculaneum**

##### **Personalities in Their Times**

- Rome: Julius Caesar

##### **Ancient Societies**

- Egypt: Society in the New Kingdom during the Ramesside period, Dynasties 19-20

##### **Historical Periods**

- Rome: The Fall of Roman Republic, 78 to 31 BC

#### **ASSESSMENT WEIGHTINGS**

The assessment weighting of the Preliminary course is split between three sections: History, Archaeology and Science, the Case Studies, and Ancient Societies. The assessment value of the HSC Course is split equally between four sections: Personalities in their Times, Ancient Societies, Historical Periods, and a Core Study.

## **EXTENSION COURSE**

The extension course is only offered at the start of the HSC course and entry is only by invitation from the Head of Curriculum - HSIE. The Board of Studies has made it clear that the course is not intended as a direct replacement for the old 3 unit course. It is extremely rigorous academically as it is thought that only the top 5% of History students across the State will attempt it.

**The History Extension course is divided into two parts:**

### **What is History? (60%)**

Historiographical schools examined include Graeco-Roman, empiricist, Marxist and postmodern. Students learn about debates, movements and controversies in historical thinking and methodology. The assessment is carried out by examination at the end of Year Twelve.

### **History Project (40%)**

Students apply the historical methodology and skills acquired in the first part of the extension course by conducting their own historical investigation.

## **HSIE - BUSINESS STUDIES**

*There is less to fear from outside competition than from inside inefficiency, discourtesy and bad service - Anonymous*

### **RATIONALE**

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

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. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

By completing this course students will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.

### **PRELIMINARY COURSE**

The Preliminary course is based on a study of three compulsory topics with a focus on small-medium enterprises.

### Topic and % of course time

Nature of Business .....	20%
Business Management.....	40%
Business Planning.....	40%

### HSC COURSE

The HSC course is based on a study of four compulsory topics with a focus on large businesses, many of which operate at a global scale.

### Topic and % of course time

Operations.....	25%
Marketing .....	25%
Finance.....	25%
Human Resources .....	25%

### KEY COMPETENCIES

Business Studies Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Business Studies syllabus to enhance student learning. The key competencies of collecting, analysing and organising information and communicating ideas and information, reflect core processes of business research and case studies and are explicit in the objectives and outcomes of the syllabus. The principal focus of Business Studies is the development of students' ability to analyse situations, assess the key problems and propose solutions. Other key outcomes are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct business investigations, and through this, the key competencies planning and organising activities and working with others in teams are developed. When students analyse statistical evidence, investigate aspects of financial statements and calculate and interpret financial ratios they are developing the key competency using mathematical ideas and techniques. During investigations, students will need to use appropriate information technologies and so develop the key competency of using technology.

### HSIE - ECONOMICS

*The long run is a misleading guide to current affairs. In the long run we are all dead - John M Keynes*

### RATIONALE

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of Economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics at this level is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and the HSC courses should have knowledge and skills enabling them to:

- comprehend the background and implications of contemporary economic issues
- understand the implications of movements in interest rates, exchange rates, etc., for individuals and the economy
- identify fluctuations in the global and Australian economies and their likely effects on business and individuals
- understand reasons for changes in employment patterns
- identify appropriate strategies to protect the natural environment

Discussions of economic issues dominates the media and politics. An understanding of Economics allows individuals to make informed judgements about issues and policies and participate in responsible decision making.

### **PRELIMINARY COURSE**

The Preliminary course is essentially micro-economic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Much of this behaviour is influenced by the operation of markets. Two key markets, the labour market and the financial market, are examined in detail. The Preliminary course provides an essential foundation for the HSC course.

#### **Topic and % of Course Time**

Introduction to Economics .....	10%
Consumers and Business .....	10%
Markets .....	20%
Labour Markets .....	20%
Financial Markets .....	20%
Governments in the Economy .....	20%

### **HSC COURSE**

The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. The course investigates the impact of the global economy on the Australian economy and the link between economic issues and the management of the economy, with specific reference to the Australian economy.

#### **Topic and % of Course Time**

The Global Economy.....	25%
Australia's place in the Global Economy .....	25%
Economic Issues.....	25%
Economic Policies and Management.....	25%

### **ECONOMICS AT THE HILLS GRAMMAR SCHOOL**

At The Hills Grammar School an emphasis is placed on exposing students to contemporary Economics issues raised by the print and electronic media. Students are encouraged to collect articles from papers and analyse the issues raised. This forms a bridge between textbook theory and Economics in practice.

Students studying Economics may be involved in the following activities:

- Visiting places of particular economic interest, such as the Reserve Bank of Australia, a foreign exchange trading room and other unique market places.

### **POST-SCHOOL OPPORTUNITIES**

The study of Economics at this level forms a valuable foundation for a range of courses at university or other tertiary level institutions.

Economics provides a solid foundation for post-school study in the areas of: banking, accounting, economics, econometrics, banking & insurance, finance, management, property, environmental management, tourism, international economics and economic policy development.

The study of HSC Economics is recognised by TAFE NSW. Students who have satisfactorily completed an HSC Economics course will obtain credit where a study of Economics at a similar level is required.

## HSIE - GEOGRAPHY

*Simply put, **Geography** is our future. When we look at any issue with the balance and scrutiny that geographical study offers, we move beyond the media hype or political spin. **Geography** allows us to see the world more clearly - Tom Biebrach*

### RATIONALE

The aim of Geography in Stage 6 is to develop in students the knowledge, understanding, skills, values and attitudes that are essential for them to appreciate the spatial and ecological dimensions of geographical phenomena and to prepare students for informed and active citizenship in a changing world.

In the Senior School curriculum Geography provides a link between the sciences and humanities. Knowledge of the world's landscapes and people is an important information base on which to make judgements about the quality of life in Australia and other parts of the world. Geography investigates the opportunities for human action, the constraints placed upon them and the impacts of these actions.

The study of Geography prepares students for adult life by developing an informed perspective on local and global issues. In addition, Geography provides a solid foundation for students to acquire the knowledge and skills that are necessary in a wide variety of careers.

Examples of the types of careers that utilise geographical skills and knowledge include:

- Tourism
- Management of national parks and state forests
- Architects designing environmentally friendly facilities
- Environmental management in industries such as mining and construction
- Commerce and management - retailing, market research, transport and manufacturing
- Urban and regional planning - recreation services planning, human services, economic development.
- Cartography and Geographical Information Systems - environmental scientists, land developers and real estate agents.
- Computer modellers and programmers
- Government - foreign affairs, energy planning, beach conservation.
- Environmental law

### COURSE STRUCTURE

The Geography Stage 6 Syllabus consists of a Preliminary course and an HSC course.

In both courses the order of topics is not prescriptive and may be influenced by students' needs, interests and access to fieldwork sites and/or resources. Note: A detailed description of topic content is available from the Head of Curriculum - HSIE.

### PRELIMINARY COURSE

#### Topic and % of Course Time

Biophysical Interactions .....45%

Global Challenges .....45%

Senior Geography Project ..... 10%

## **HSC COURSE**

### **Topic and % of Course Time**

Ecosystems at Risk.....33%

Urban Places .....33%

People and Economic Activity .....33%

## **SENIOR GEOGRAPHY PROJECT**

The Senior Geography Project (SGP) is an important component of the Preliminary Course, making up approximately 10% of course time. The focus of the SGP is the nature of geographical inquiry and its application to a practical research project.

The SGP provides students with the opportunity to conduct a detailed study of a topic of interest to them. In past years, for example, students have studied local water quality, aspects of the tourist industry, distribution of retail stores, urban graffiti, multinational corporations, forest conservation, the fashion industry, media, sport and music.

A high quality SGP may also give students an edge when entering the workforce or when applying for programs of study/ cadetships where limited vacancies exist. This is because the successful completion of such a project enables students to demonstrate their ability to:

- identify problems
- propose a variety of solutions
- formulate a plan of action
- effectively manage time so as to meet deadlines
- select, organise and analyse information from a variety of sources
- gather and process relevant primary and secondary data
- apply mathematical ideas and techniques to analyse data
- effectively communicate information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms
- use information technology and electronic media
- conduct inquiries within the bounds of ethical responsibilities

## **FIELDWORK**

Fieldwork provides a means of understanding geographical environments and the nature of geographical inquiry. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles. Students will use practical experiences to develop their skills in management, observation, recording, interpretation and communication.

Fieldwork is compulsory in Stage 6 Geography. Students will be required to complete a minimum of 12 hours of fieldwork in the Preliminary Course and another 12 hours of fieldwork in the HSC Course. Fieldwork may include work within the School grounds, day trips within the Sydney region or local area, or overnight trips to other areas in NSW.

Examples of fieldwork that may be undertaken include:

- Examination of Ecosystems at Risk; for example, Alpine Ecosystems
- Visits to corporations/multinationals to study economic activity and information technology - eg Snowy Hydro
- Studies of the architecture, streetscape, heritage and street life of Sydney and suburbs
- Application of geographic information services and industries to study mangroves and their biophysical interactions
- Visits to field centres like Penrith Lakes and Bicentennial Park

- Sydney Aquarium to study coral reef ecosystems and why they are at risk
- Visit to Kosciuszko National Park and Thredbo to study the operation of an economic activity
- Studies of biophysical interactions on school grounds/creek

### **POST-SCHOOL OPPORTUNITIES**

The study of Geography provides students with the knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. There are also opportunities for Geography students to gain recognition in vocational education and training.

Wherever appropriate, the skills and knowledge acquired by students in their study of Geography are recognised by industry and training organisations. This means that students who have satisfactorily completed HSC courses will not need to repeat the same learning in courses offered by TAFE NSW or other Registered Training Organisations. These organisations provide industry training and offer qualifications within the Australian Qualifications Framework.

### **HSIE - LEGAL STUDIES**

*It is legal because I wish it - Louis XIV*

#### **RATIONALE**

Legal Studies is designed to foster intellectual, social and moral development by empowering students to think critically on the role of law and legal institutions in society. The subject offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions and processes.

As students approach adulthood with its associated legal responsibilities and leave school to become active citizens in the wider community, they will find that ignorance is no excuse in the eyes of the law. Students need to know how the law applies to them in a given situation, how the legal system will be able to assist them if problems arise and what their role is. Students develop a knowledge, understanding and skills in relation to the legal system and its effectiveness in promoting a just and fair society.

Examples of areas of everyday life where the law is involved include:

- Duties, rights and responsibilities of citizens
- The rights and responsibilities of consumers
- Families - marriage, children, divorce and domestic violence
- Renting or buying a home
- Our relationships with others and how disputes are resolved between individuals
- The role of legal institutions such as the police and court system
- The role of citizens in legal processes such as jury duty
- The use of technology such as the Internet, reproductive techniques such as cloning and the consideration of topical issues like the death penalty and euthanasia.

#### **COURSE STRUCTURE**

The Legal Studies syllabus consists of a Preliminary course and an HSC course. The structure of the course is outlined on the next page.

Legal Studies provides a flexible learning structure. Although some topics are mandatory, a range of focus studies allows

teachers and students to choose topics based on students' needs, interests and access to relevant excursion venues and/or resources.

This subject allows students to acquire skills in analysis, independent research and the development of coherent arguments. All of these help to prepare students for further education, training and employment.

## **EXCURSIONS**

Excursions are an important component of the Legal Studies Program. They provide students with the opportunity to visit legal institutions and observe their operation, to interact with practitioners in various fields and to examine real world examples of the problems that confront modern society.

### **Examples of excursions that may occur in this subject include visits to:**

- Local and District Courts such as the Downing Centre in Sydney
- Sydney Police Centre
- Community Justice Centres

Guest speakers include:

- NSW Police
- Practicing solicitors and barristers
- Real state agents

## **PRELIMINARY COURSE**

(120 indicative hours)

### **Topics and % of Course Time**

Part I - The Legal System.....	40%
Part II - The Individual and the Law .....	30%
Part III - Law in Practice .....	30%

## **HSC COURSE**

(120 indicative hours)

### **Topics and % of Course Time**

Part 1 - Crime.....	30%
Part II - Human Rights.....	20%
Part III - Options .....	50%

Choose two:

- Consumers
- Family
- Global environmental protection
- Indigenous peoples
- Shelter
- Workplace
- World order

## HSIE - MODERN HISTORY

*History is that which has happened and that which goes on happening in time. But also it is the stratified record upon which we set our feet, the ground beneath us; and the deeper the roots of our being go down into the layers that lie below and beyond the ... confines of our ego, yet at the same time feed and condition it, ... the heavier is our life with thought and the weightier is the soul of our flesh - Thomas Mann*

### RATIONALE

The knowledge and skills gained by studying Modern History are extremely valuable for HSC students in their later lives. Their knowledge of topics from the Nineteenth and Twentieth Centuries will help them to understand far more about the economic, military, social and political aspects of the modern world. The students will gain skills that will be invaluable to them in their adult life. Firstly, to gain a thorough understanding of each topic we cover, they must tackle a vast amount of information and reduce it to a more useable form. They must learn not only what happened, but also the motives, causes, patterns and consequences of these events. Secondly, in doing this, students will come across a wide variety of sources from written accounts, photographs and films to poems, songs and posters which require analysing in different ways. Thirdly, once all of the information has been collected, the students must write balanced answers that take all relevant variables into account. With these skills and perspectives, a student of Modern History will be able to contribute significantly to our wider society.

### PRELIMINARY COURSE

#### Depth Studies

- Two topics chosen from a large list including the Boer War, the American Civil War, the Creation of Israel, the Romanov Dynasty of Russia, the decolonisation of Indo China and others.

#### Research Task

- Students research a topic from a large list and present their findings in an oral presentation.

#### Core Study

- The World at the Beginning of the Twentieth Century.
- Students look at the social, economic, political and military situation in 1900 as a background to their HSC studies.

### HSC COURSE

#### World War One

- The causes, events and consequences of World War One, between 1914 and 1919.
- Students are examined on their ability to analyse historical sources.

#### National Studies

- Students will study Germany between 1918 and 1939.

#### Personality

- Students examine the life and career of one personality from a large list.

#### International Study In Peace and Conflict

- The topics available are the Cold War, the War in Indochina and the Arab-Israeli Conflict.
- Students must show an understanding of both national and international forces upon these conflicts.

### ASSESSMENT - PRELIMINARY COURSE

#### Topics and % of Weighting

Depth Studies..... 50%

Historical Investigation .....	20%
Core Study .....	30%

**ASSESSMENT - HSC COURSE**

**Topics and % of Weighting**

World War One .....	25%
National Study .....	25%
Personality in the 20th Century.....	25%
Peace and Conflict.....	25%

**EXTENSION COURSE**

The extension course is only offered at the start of the HSC course and entry is only by agreement with the Head of Curriculum - HSIE. The Board of Studies has made it clear that the course is not intended as a direct replacement for the old three-unit course. It is extremely academically rigorous as it is thought that only the top 5% of History students across the state will attempt it.

The History Extension course is divided into two parts:

**What is History? (60%)**

- Students learn about debates, movements and controversies in historical thinking and methodology.
- The assessment is carried out by examination at the end of Year Twelve.

**History Project (40%)**

- Students apply the historical methodology and skills acquired in the first part of the extension course by conducting their own historical investigation.

## LANGUAGES

### LANGUAGES - FRENCH (CONTINUERS)

*Il faut tourner sa langue sept fois dans sa bouche avant de parler - Anonymous*

#### RATIONALE

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It will better equip students as travellers and provide access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities such as our South Pacific neighbours, South-East Asia, Europe, the Middle East, the Indian Ocean region, Canada and the West Indies as well as all the international organisations.

Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality, law, media, science and technology, and tourism.

#### PRELIMINARY COURSE

(120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics which are outlined below in the HSC Course. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.

The components, weighting and tasks for the Preliminary course are detailed below.

#### Topic and % of Weighting

Speaking .....20%

Listening & Responding .....30%

Reading & Responding .....40%

Writing in French.....10%

#### Suggested Tasks

Listening and reading comprehension, oral presentations, conversations, written observations, interviews, video analysis, observations, questionnaires, discussions, letters, diary entries, notes and reports.

#### HSC COURSE

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further. The themes and associated topics are listed below.

#### The Individual

- personal identity and relationships
- school life and aspirations
- leisure and interests

## The French-Speaking Communities

- daily life/lifestyles
- arts and entertainment

## The Changing World

- travel and tourism
- the world of work
- current issues
- the young person's world

### Students' language skills are developed through tasks such as:

- Conversation
- Responding to aural stimulus
- Responding to a variety of different material
- Writing for a variety of purposes
- Studying French culture through texts.

Students will develop a functional proficiency in speaking, understanding, reading and writing the language and they should be able to achieve the following objectives:

- exchange information, opinions and experiences in French
- express ideas through the production of original texts in French
- analyse, process and respond to French texts
- understand aspects of the language and culture of French-speaking communities

## ASSESSMENT

The assessment structure for the HSC course is set out below. The listening and writing skills are examined during the same session.

### Topic and % of Weighting

#### *Internal Assessment*

Speaking .....	20%
Listening and Responding.....	25%
Reading and Responding.....	40%
Writing in French.....	15%

#### *External Assessment*

A ten minute oral examination - conversation .....	20%
A three hour written examination including:	
Listening/responding.....	25%
Reading/responding	
Part A.....	25%
Part B.....	15%
Writing in French.....	15%

## HSC EXAMINATION

The Listening Skills component will be tested immediately prior to the written examination.

The Speaking Skills component will be about 10 minutes and will be a general conversation between the student and the examiner about the student's personal world, for example their life, family and friends, interests and aspirations.

In the Written Examination the student is allowed to use a dictionary.

## LANGUAGES - FRENCH (EXTENSION COURSE)

The aim of the French Extension Course is to enhance students' knowledge and understanding of a range of issues as reflected in contemporary French texts, while extending their ability to use and appreciate French as a medium for communication, and creative thought and expression.

The organisational focus of the French Extension course is the theme - the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

Study of the issues and prescribed text will involve:

- exploring the relationship between the issues and the prescribed text
- creating original text in response to aspects of the prescribed text
- identifying meaning and how it is conveyed in the prescribed text
- evaluating linguistic and cultural features of the prescribed text
- analysing the sociocultural context of the prescribed text

To support the study of the issues and to further develop knowledge of French and French-speaking communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts.

In French Extension, the external examination consists of an oral examination and a written examination. The assessment structure for the extension course is set out below.

## SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT

The Extension course is a 1 unit course. It is worth a total of 50 marks.

### TOPIC AND WEIGHTING

#### Internal Assessment

Speaking skills (Objective 1) ..... 10

Analysis of written French text (Objective 2)..... 15

Response to written text that is in French  
(Objective 2)..... 10

Writing skills (Objective 1)..... 15

#### External Assessment

Monologue (Objective 1) ..... 10

Analysis of prescribed text (Objective 2) .....	15
Response to prescribed text (Objective 2) .....	10
Writing in French (Objective 1) .....	15

## LANGUAGES - JAPANESE (CONTINUERS)

*Yo no naka wa / nani ni tatoen / yamabiko no / kotauru koe no / munashiki ga goto - Monk Ryokan*

### RATIONALE

The study of the Japanese language is of particular importance to Australians, both culturally and economically. Not only is Japan one of Australia's leading trading partners but cultural ties between Australia and Japan are steadily growing.

Knowledge of Japanese is both useful and desirable in certain areas of tertiary study such as Economics, Science, Computer Studies, Architecture, Engineering, Art, Music, and History. For those who have a knowledge of Japanese, there are career opportunities in many fields such as tourism, banking, trade and commerce, technology, advertising, international relations and education.

The study of Japanese makes a valuable contribution to the education of students by providing an insight into the structure of English and the manner which language varies according to the communicative situation.

### PRELIMINARY COURSE

(120 indicative hours)

Students' skills in, and knowledge and understanding of, Japanese will be developed through tasks involving the following themes and topics.

#### The Individual

- Personal World
- Daily Life
- Leisure
- Future Plans

#### The Japanese-speaking communities

- Travelling in Japan
- Living in Japan
- Cultural Life

#### The Changing World

- World of Work
- Current Issues

Tasks are associated with a range of texts and text types that reflect the prescribed themes.

### ASSESSMENT

Topic and % of Weighting

Speaking .....	20%
Listening and responding .....	30%
Reading and responding .....	40%
Writing in Japanese.....	10%

**Suggested tasks**

Listening and reading comprehension, oral presentations, conversations, written observations, interviews, video analysis, observations, questionnaires, discussions, letters, diary entries, notes and reports.

**HSC COURSE**

As for the Preliminary Course but in greater depth.

Students will acquire an extensive vocabulary in the topic areas. They will be able to read and write “hiragana”, “katakana” and approximately 150 - 200 “kanji” characters.

The course introduces most of the grammatical forms and sentence patterns encountered in spoken Japanese.

**Topic and % of Weighting**

**External Assessment**

A ten minute oral examination - conversation ..... 20%

A three hour written examination:

Listening/responding..... 25%

Reading/responding

\* Part A..... 25%

\*\* Part B ..... 15%

Writing in Japanese..... 15%

**Internal Assessment**

Speaking ..... 20%

Listening and Responding..... 25%

Reading and Responding..... 40%

Writing in Japanese..... 15%

\* Part A: Texts in Japanese with response in English

\*\* Part B: Text in Japanese with response in Japanese

**HSC EXAMINATION**

The Listening Skills component will be tested immediately prior to the written examination.

The Speaking Skills component will be about 10 minutes and will be a general conversation between the student and the examiner about the student’s personal world, for example their life, family and friends, interests and aspirations.

In the Written Examination the student is allowed to use a dictionary.

## LANGUAGES - JAPANESE (EXTENSION)

Entry to the Extension course is by invitation from the Head of Curriculum - Languages only. Students must show evidence of a high level of skills in speaking and writing Japanese.

### AIM

The aim of this syllabus is to enhance students' knowledge and understanding of a range of issues as reflected in contemporary Japanese texts, while extending their ability to use and appreciate Japanese as a medium for communication, and creative thought and expression.

### OBJECTIVES

Students will achieve the following objectives:

Objective 1 - present and discuss opinions, ideas and points of view in Japanese.

Objective 2 - evaluate, analyse and respond to text that is in Japanese and that reflects the culture of Japanese-speaking communities.

### COURSE STRUCTURE

The organisational focus of the Japanese Extension course is the theme - the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

Study of the issues and prescribed text will involve: exploring the relationship between the issues and the prescribed text; creating original text in response to aspects of the prescribed text; identifying meaning and how it is conveyed in the prescribed text; evaluating linguistic and cultural features of the prescribed text; and analysing the sociocultural context of the prescribed text.

### SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT

#### Topic and Weighting

The Extension course is a 1 unit course. It is worth a total of 50 marks.

#### *Internal Assessment*

Speaking skills .....	10
Analysis of written Japanese text .....	15
Response to a written text that is in Japanese.....	10
Writing skills.....	15

#### *External Assessment*

Monologue .....	10
Analysis of prescribed text .....	15
Response to prescribed text .....	10
Writing in Japanese .....	15

### POST-SCHOOL OPPORTUNITY

The study of Japanese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Japanese assists students to prepare for a wider range of employment in business as well as in the hospitality industry.

Under current arrangements, the recognition of the study of Japanese in the HSC is available in relevant courses conducted by TAFE (HSC/TAFE Credit Transfer Guide).

## LANGUAGES - LATIN (CONTINUERS)

*Consuetudo certissima est loquendi magistra - Marcus Fabius Quintilianus*

### RATIONALE

The course is intended to encourage students to:

- be able to identify, analyse and manipulate the structures of the Latin language;
- read Latin in the original, as well as a range of texts in translation;
- develop techniques of literary analysis and appreciation of original Latin texts, with due regard to their literary, social and historical contexts;
- observe, abstract and analyse information so as to acquire knowledge of the values system of the Roman nobility;
- acquire a sensitive approach to language by seeing English in relation to a language of a different structure and by observing the influence of Latin on English and other European languages.
- form habits of precision of thought and expression which will equip them to analyse problems and communicate ideas succinctly.

### PRELIMINARY COURSE

The senior course in Latin encompasses further study of the Latin language begun in junior high school and a wide reading program in Latin literature.

There is the continuous study of aspects of accidence and syntax as they arise in texts.

Students will read meaningful extracts from various prose and verse authors. These may include Cicero, Catullus, Ovid, Virgil, Pliny, Tacitus and Horace. Students undertake regular practice in unseen translation.

Students will be required to learn a prescribed list of vocabulary and develop skills in using dictionaries in class and in private preparation.

### OBJECTIVES

- Objective 1 - understand seen and unseen texts written in the original Latin;
- Objective 2 - understand the linguistic and stylistic features and the cultural references in prescribed Latin texts;
- Objective 3 - understand the prescribed text as a work of literature in terms of the author's purpose.

### ASSESSMENT

The components and weighting for the Preliminary course are detailed below.

#### Topic and % of Weighting

Translation (Objective 1) .....	30%
Grammar (Objectives 1 and 2).....	15%
Comment on text (Objectives 2 and 3) .....	30%
Unseen translation (Objective 1) .....	25%

### HSC COURSE

Students will consolidate their grammatical knowledge, read the prescribed prose and verse texts and continue a wide reading program in preparation for unseen translation.

Students will also be required to translate the prescribed lines of texts into meaningful English and acquire a thorough understanding of the literary, religious, cultural and historical contexts of each text. In studying the prescribed texts students will develop techniques in literacy analysis and evaluation, including the ability to understand a wide range of stylistic features and literary terms. Those parts of the texts not set for translation will be read in English and also examined.

A detailed grammatical analysis of both texts is undertaken in preparation for the HSC examination.

Texts will be drawn from the following canon:

- Virgil, Aeneid, Books 2, 4, 6, 8, 10, 12
- Cicero, Verrine Orations; In Catalinam, Pro Caelio, Pro Roscio Amerino
- Livy, Ab Urbe Condita, Books 1, 2, 5, 21, 30

## **SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT**

### **Topic and % of Weighting**

#### ***Internal Assessment***

Translation of prescribed texts.....	16%
Grammatical analysis .....	14%
Commentary on prescribed texts .....	35%
Commentary on prescribed texts in translation.....	5%
Translation of unseen texts.....	30%

#### ***External Assessment***

A written examination consisting of:

Prescribed prose text - translation/ grammatical identification/commentary .....	35%
Prescribed verse text - translation/ grammatical identification/commentary .....	35%
Unseen verse and prose texts -translation.....	30%

## **LANGUAGES - LATIN (EXTENSION)**

Entry to the Extension course is by invitation from the Head of Curriculum - Languages only. Students must show evidence of a high level of skills in reading Latin, in critical thinking and in English expression.

### **AIM**

The aim of this syllabus is to increase the students' enjoyment and knowledge of classical literature, to develop the students' linguistic confidence, to extend their analytical skills and to refine their ability to respond critically to literature.

### **OBJECTIVES**

- Objective 1 - read and demonstrate understanding of original Latin texts;
- Objective 2 - demonstrate understanding of the historical, social and literary context in which the prescribed Latin text was written

- Objective 3 - translate text using linguistic skills

### **SUMMARY OF INTERNAL AND EXTERNAL ASSESSMENT -HSC EXTENSION COURSE**

Assessment of the components of the Latin Extension course is designed to provide a balance of assessment instruments across the total internal and external assessment program in order to ensure valid assessment of all course outcomes.

The Extension course is 1 Unit. It is worth a total of 50 marks.

#### **Topic and Weighting**

##### ***Internal Assessment***

Translation of prescribed text .....	8
Analysis of prescribed text .....	22
Translation and comprehension of non-prescribed text.....	20

##### ***External Assessment***

Translation of prescribed text .....	8
Analysis of prescribed Latin text .....	22
Choice of either non-prescribed text for translation and comprehension or prose composition.....	20

## **TAS (TECHNOLOGY AND APPLIED STUDIES)**

### **TAS – DESIGN AND TECHNOLOGY**

*No, Watson, this was not done by accident, but by design - Sherlock Holmes*

#### **RATIONALE**

From the earliest times, humans have interpreted, shaped and altered their environments in an attempt to improve the quality of their lives. In the process, technologies have evolved and been developed to the extent that, today, they have an impact on most aspects of our daily lives.

Australia needs business, industry and community leaders who understand the nature of design and technology; who will foster and promote innovation and the creative use of technologies; and who appreciate how design and technological activity contribute to the lives of individuals and to cultures and environments.

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.

#### **COURSE STRUCTURE**

The following provides an overview of the content and assessment associated with the Design and Technology course.

#### **PRELIMINARY COURSE**

The Preliminary course involves a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills and knowledge in designing and producing.

Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students should be encouraged to communicate their design ideas using a range of appropriate media.

#### **ASSESSMENT - PRELIMINARY COURSE**

- Design Projects – 50%
- Presentation of Research – 25%
- Examinations – 25%

#### **HSC COURSE**

The HSC course includes the development and realisation of the major design project and a case study of an innovation

The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students have developed a wide range of skills and knowledge in the Preliminary course and in the HSC course are able to select and use those skills and knowledge appropriate to their selected project.

The design project is student selected in consultation with the teacher and is able to use a broad range of materials and technologies.

The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

### **ASSESSMENT - HSC COURSE**

- Innovation and Emerging Technologies – 40%
- Designing and Producing – 60%

The major design project is marked externally and contributes 60% of the HSC mark – the HSC examination contributes the remaining 40%

### **TAS - HOSPITALITY (VET)**

*I went to a restaurant that serves “breakfast at any time”. So I ordered French Toast during the Renaissance - Steven Wright*

#### **RATIONALE**

The Hospitality Curriculum Framework is designed to enable students to acquire a range of technical, personal, interpersonal and organisational skills and to develop key competencies valued both within and beyond the workplace. Students will also acquire underpinning skills and knowledge related to functional areas within the hospitality industry. Through study of this framework, students will gain experience that can be applied to a range of contexts, including work, study and leisure. Study within this framework will also assist students in making informed career choices.

#### **DUAL QUALIFICATION**

The inclusion of courses in Hospitality in the HSC based on industry-recognised AQF VET qualifications will allow students to access both long-term and short-term employment opportunities. Courses within the Hospitality Curriculum Framework provide an opportunity for students to gain Certificates I and II and/or Statement of Attainment towards Certificate III as part of their HSC.

Note: for the purpose of the ATAR calculation, Hospitality (VET) is classed as a Category B subject.

#### **COURSE STRUCTURE**

- Compulsory units of competency are those that all students must attempt in their study of the HSC course
- Examinable units of competency are those that can be examined in the optional HSC examination
- Core units of competency are those required by the Tourism, Hospitality and Events training package for a student to be eligible for the vocational qualification.

#### **COURSE REQUIREMENTS**

Students must undertake learning to achieve all of the core units of competency plus the elective units of competency. Students must also complete a minimum of 70 hours of work placement.

#### **UNITS OF STUDY**

Compulsory - units of competency

#### **Unit Code and unit Title**

SITHIND001A	Develop and update hospitality industry knowledge
SITXOHS001A	Follow health, safety and security procedures
SITXOHS002A	Follow workplace hygiene procedures
SITXENV001A	Participate in environmentally sustainable work practices
SITXCOM001A	Work with colleagues and customers
SITXCOM002A	Work in a socially diverse environment

#### **Holistic Unit**

SITHIND002A	Apply hospitality skills in the workplace (holistic unit)
-------------	---

#### **Food and Beverage Stream**

SITHACS006A	Clean premises and equipment
SITHFAB003A	Serve food and beverage to customers
SITHFAB010A	Prepare and serve non-alcoholic beverages
SITXFSA001A	Implement food safety procedures

#### **Elective - Commercial Cookery**

SITHCCC001A	Organise and prepare food
SITHCCC007A	Prepare sandwiches

#### **Elective Communication and Team Work**

SITXCOM004A	Communicate on the telephone
-------------	------------------------------

#### **Elective - Food and Beverage**

SITXFSA001A	Prepare and serve espresso coffee
-------------	-----------------------------------

#### **Elective - Receive and Store Stock Inventory**

SITXINV001A	
-------------	--

### **POSSIBLE OCCUPATIONAL OUTCOMES WITH THIS ELECTIVE STRAND**

Individuals with this qualifications are able to perform roles such as:

- undertaking mise en place prior to service
- serving food and beverage to tables
- preparing and serving drinks at a bar
- selling beverages in a retail liquor outlet
- attending gaming machines
- providing housekeeping services
- providing reception or frontdesk services
- providing assistance in a catering operation

Possible job titles include: bar attendant, bottle shop attendant, catering assistant, food and beverage attendant, housekeeping attendant, porter, receptionist or front office assistant, gaming attendant

#### **WORK PLACEMENT**

Work placement is a mandatory HSC requirement - students must complete a minimum of 70 hours over the two years of the course.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired in the classroom or workshop
- develop additional skills and knowledge, including the key competencies.

Work placement is conducted during school holidays and students are expected to be available to complete work placement during allocated times.

Part-time paid work may fulfil a portion of the work placement required, however, relevant support documentation will be required.

### **ARTICULATION TO FURTHER TRAINING**

Students achieving units of competency within this industry curriculum framework will be eligible to receive advanced standing in further training for a number of higher Certificate courses in Hospitality at TAFE.

**Note: for the purposes of the ATAR calculation Hospitality (VET) is classed as a Category B subject.**

## **TAS - INDUSTRIAL TECHNOLOGY (TIMBER PRODUCTS AND FURNITURE INDUSTRIES)**

*My ideal relaxation is working on upholstery. I spend hours in junk shops buying furniture. I do all the upholstery work myself, and it's like therapy - Pamela Anderson*

### **RATIONALE**

Industrial Technology offers students the opportunity to study the interrelationships of technologies, equipment and materials used by industry and to develop skills through the processes of design, planning and production. Industrial Technology at Stage 6 is designed to develop in students a knowledge and understanding of timber products and furniture industries and their related technologies with an emphasis on design, management and production through practical applications.

Industrial Technology Stage 6 has a Preliminary course and an HSC course. The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to timber products and furniture industries. The HSC course of 120 indicative hours consists of the development of a major project and industry study.

Both the Preliminary and HSC courses are organised around four sections:

- 1) Industry Study
- 2) Design, Management and Communication
- 3) Production
- 4) Industry Related Manufacturing Technology

The following provides an overview of the content and assessment associated with the Industrial Technology course.

### **PRELIMINARY COURSE**

#### **Industry Study 15%**

Study of the organisation and management of an individual business within the focus area, including:

- structural

- technical
- environmental
- sociological
- personnel
- OHS issues

### **Design 10%**

Design and plan projects through the completion of associated folios

- elements and principles of design
- types of design
- quality
- influences affecting design

### **Management and Communication 20%**

Manage work through the completion of a management folio linked to each project produced:

- development of a number of practical projects
- development of management folios
- development of skills related to research, analysis and evaluation
- skills in managing projects
- documentation skills in the preparation, planning and presentation of a management folio
- skills in literacy through written reports, folio work
- skills in computer-based technologies
- numeracy skills related to sizing, costing, estimating, ordering and efficient resource usage
- graphical skills related to the project work
- knowledge and understanding of workplace safety and communication:
  - signage
  - OHS principles and requirements
  - personal protective equipment (PPE)
  - safe working practices
  - risk assessment

### **Production 40%**

- developing knowledge and skills through the construction of a number of projects
- acquisition of relevant practical skills

### **Industry Related Manufacturing Technology 15%**

- developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects.

## **HSC COURSE**

### **Industry Study 15%**

Study of the organisation and management of the industry related to the focus area, including:

- structural
- technical
- environmental
- sociological
- personnel
- sectors within the industry
- legislation
- OHS issues
- career opportunities
- historical aspects
- sales and marketing

### **Major Project 60%**

#### ***Design, Management and Communication***

- application of design principles in the production of the Major Project:
  - design development
  - sketching and idea generation
  - prototyping, modelling and testing
  - production and working drawings
  - quality and ongoing evaluation
  - selection of appropriate materials, processes and other resources
- application of management and communication skills to produce a related folio justifying:
  - research
  - design
  - analysis
- evaluation including selection of appropriate materials, components, processes and technologies
  - ICT
  - OHS
  - presentation

#### ***Production***

- applying knowledge and skills through the construction of a Major Project which reflects:
  - quality
  - evidence of a range of skills
  - degree of difficulty
  - links between planning and production
  - use of appropriate materials, components, processes and technologies
  - evidence of practical problem solving
  - OHS and safe work practices

### **Industry Related Manufacturing Technology 25%**

- demonstrates knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the Major Project
- new/emerging technologies associated with the industry

Note: Industrial technology was **previously** classed as a Category B subject for the purpose of ATAR calculations - it is now a Category A subject.

## TAS - INFORMATION PROCESSES AND TECHNOLOGY

*Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without the talking of the other.*

- Bill Gates

### RATIONALE

Information systems and the role they play in society have increased in significance in recent years. The raw ingredients - information, information technology and participants - combine to form information processes within information systems.

The area of information systems has provided major jobs growth for both women and men in recent years. Moreover, fields which have not traditionally been associated with computers - but in which processing information is a vital function - are emerging as exciting new areas of employment. These include music, the arts, science and technology as well as new and fast-growing industries that use multimedia.

The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

Through this course, students will gain a good working knowledge of:

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

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

- select the most appropriate technology for a given situation
- design and implement an information-based system using a creative and methodical approach.

Students who successfully complete Information Processes and Technology will be confident, competent and discriminating users of information technology. They will appreciate the nature of information, its ethical use and its impact on many aspects of life. As such, they will be well prepared to pursue further education and employment across a wide range of contexts.

### COURSE STRUCTURE

The arrangement and relationship between components of the Preliminary course and the HSC course for Information Processes and Technology Stage 6 are outlined below. The percentage values refer to indicative course time.

## **PRELIMINARY COURSE**

### **Topic and % of Weighting**

#### **Introduction to Information Skills and Systems ..... 20%**

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

#### **Tools for Information Processes ..... 50%**

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

#### **Developing Information Systems ..... 30%**

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

## **HSC COURSE**

### **Topic and % of Weighting**

#### **Project Management ..... 20%**

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

#### **Information Systems and Databases ..... 20%**

- Information systems
- Database information systems
- Organisation
- Storage and retrieval
- Other information processes

- Issues related to information systems

**Communication Systems ..... 20%**

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

**Option Strands ..... 40%**

Students will select TWO of the following options:

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

## TAS - INFORMATION TECHNOLOGY (VET)

*Treat your password like your toothbrush. Don't let anybody else use it, and get a new one every six months - Clifford Stoll*

### RATIONALE

The Information Technology Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to work, employment and further training within the information and communications technology industry. Through study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

VET courses are competency based courses and therefore are assessed differently to other HSC courses. Assessment is ongoing and students must demonstrate competence in all units to achieve industry accreditation.

### COURSE STRUCTURE

This course comprises 16 compulsory units of competency (including nine prerequisite units of competency for Certificate III in Information Technology upwards). 240 indicative hour courses are accredited for a total of four units at the Preliminary and/or HSC level. CISCO certified training will be used to deliver and assess some of the units of competency in this course.

**Only units of competency appearing in bold in Table 3 (page 82) will be included in the HSC examination.**

### WORK PLACEMENT

Work placement is a mandatory HSC requirement - students must complete a minimum of 70 hours over the two years of the course.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired in the classroom or workshop
- develop additional skills and knowledge, including the key competencies.

Work Placement is conducted during school holidays and students are expected to be available to complete work placement during allocated times.

### ARTICULATION TO FURTHER TRAINING

Students achieving units of competency within this industry curriculum framework may be eligible to receive advanced standing in further training in this industry area under the ARF (Australian Recognition Framework).

Furthermore, students may in some cases receive academic credit at university in a related discipline. Such arrangements are often negotiated at a local level between the university and local schools.

**Note: for the purposes of the ATAR calculation Information Technology (VET) is classed as a Category B subject.**

**TABLE 3 - INFORMATION TECHNOLOGY (240 INDICATIVE HOURS) COMPULSORY - ATTEMPT ALL UNITS**

\*These units of competency are prerequisites for Certificate III in Information Technology. Students must have achieved these units of competency prior to attempting ICAB4169A Use development software and IT tools to build a basic website (an elective for Certificate III)

<b>COMPULSORY UNITS</b>		
<b>Unit Code</b>	<b>Unit Title</b>	<b>Hsc Indicative Hours Of Credit</b>
ICAD3218B	Create user documentation	20
ICAI3020B	Install and optimise operating system software	20
ICAS3031B	Provide advice to clients	30
ICAS3234B	Care for computer hardware	20
ICAT3025B	Run standard diagnostic tests	10
ICAU1128B	Operate a personal computer *	5
ICAU3004B	Apply occupational health and safety procedures	20
ICAW2001A	Work effectively in an it environment *	20

<b>ELECTIVE UNITS</b>		
<b>Unit Code</b>	<b>Unit Title</b>	<b>HSC Indicative Hours Of Credit</b>
ICAB4169B	Use Development Software And It Tools To Build A Basic Website	20
ICAI4029C	Install network hardware to a network	40
ICAS3032B	Provide network systems administration	20

## **PDHPE (PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION)**

*To win in Australia, for me, has to be the ultimate success because the Aussies live for sport - Ian Botham*

### **RATIONALE**

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.

Young people are growing up in a world of rapid change. Expanding technologies, new social structures, shifting community values and emerging environmental issues are complex interrelated factors that affect the way individuals live their lives. At a time when there is tremendous opportunity for good health there are numerous conflicting influences on lifestyle.

It should be a goal of every individual to lead a fulfilled life that is active and healthy. Furthermore, it is desirable to be part of a society that promotes this as a key value and supports its members in leading healthy lifestyles.

The course has been designed for all students in Year Eleven and Twelve who have an interest in this area. It is a good base for those who wish to pursue a career in any sporting, recreation or health related fields. Students who choose to study PDHPE in Years Eleven and Twelve need to be aware that there is a considerable amount of theoretical content which will draw upon literacy skills developed in Years Seven - Ten.

The study of PDHPE also supports students as they develop into young adults. The syllabus encourages personal growth, the enhancement of well being and the development of the individual's capacity to take a productive role in society.

### **PRELIMINARY COURSE**

The PDHPE Syllabus includes two 120 hour courses.

The PRELIMINARY COURSE consists of two core modules representing 60% of course time. An options component representing 40% of course time includes four options of which students are to study two.

#### **Preliminary Core 1: Better Health for Individuals**

This module examines the nature of personal health, the perceptions students have of their own health and the degree of control they have over their health. Students investigate the importance of nutrition, physical activity, drug use and relationships to their health and the actions needed to achieve better health. Students develop an action plan designed to maintain and/or modify selected actions in an effort to optimise their own health.

#### **Preliminary Core 2: The Body in Motion**

This module examines the scientific foundations of human movement. Students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.

### **ASSESSMENT**

#### **Topics and % of Weighting**

##### **Core Strands**

- Better Health for Individuals ..... 30%
- The Body in Motion ..... 30%

##### **Options - select two of the following options:**

- First Aid ..... 20%
- Composition and Performance ..... 20%
- Fitness Choices ..... 20%
- Outdoor Recreation ..... 20%

## HSC COURSE

THE HSC COURSE consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

### HSC Core 1: Health Priorities in Australia

This module examines the health status of Australians and investigates, in depth, the current health priority areas in Australia. Students identify and justify the choice of priority areas and examine the roles that health promotion and health services play in achieving better health for all Australians.

### HSC Core 2: Factors Affecting Performance

This module examines the factors that affect performance. Students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology and nutrition to performance

## ASSESSMENT

### Topics and % of Weighting

#### *Core Strands*

- Health Priorities in Australia ..... 30%
- Factors Affecting Performance ..... 30%

#### *Options - select two of the following options:*

- The Health of Young People ..... 20%
- Sport and Physical Activity in Australian Society ..... 20%
- Sports Medicine ..... 20%
- Improving Performance ..... 20%
- Equity and Health ..... 20%

## **PDHPE - SPORT, LIFESTYLE AND RECREATION (CONTENT ENDORSED COURSE)**

*I'm going to the football this weekend. I think it's almost sacrilegious to call an election while there are a couple of football Grand Finals on. I don't think the Australian people would thank me for that - John Howard*

### **RATIONALE**

The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular disease, obesity, diabetes mellitus and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.

Sport, Lifestyle and Recreation focuses on parts of the learning area that relate most closely to participation in sport and physical activity. It makes a positive contribution to the total well being of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

The course features a practical focus and caters for a wide range of student needs. Students will be given opportunities to participate in a wide variety of sports and recreational activities both within the School and in the wider community. The course can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader

Sport, Lifestyle and Recreation provides a sound platform for further study in the rapidly expanding Sport and Recreation industry. The course is only offered to students in Year Eleven.

### **OVERVIEW**

The Sport, Lifestyle and Recreation course comprises 15 optional modules. There is no prescribed core component and modules are chosen to respond to student needs and interests. During Year Eleven the students will study three of the modules. The modules in Sport, Lifestyle and Recreation are:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Gymnastics
- Health Lifestyle
- Games and sports Applications 1 & 11
- Sports Administration
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Sports Coaching & Training
- Social Perspectives of Games and Sports
- Sport, Lifestyle and Recreation

## 5.8 DRAMA

*I feel my whole life has been an apprenticeship for the theatre - Thornton Wilder*

### RATIONALE

Drama is a 2 Unit course which has been developed to meet the needs and interests of a large number of senior secondary students in NSW. HSC Drama is a Board Developed Course which means that it will be examined externally and the marks so earned will count towards a student's ATAR.

The study of performance (Dramatic art) will be the main activity in 2 Unit Drama. A feature of the syllabus is that it allows students to concentrate on areas of drama and theatre which interest them or in which they have a particular aptitude.

It is not necessary to have studied Drama in Years Seven - Ten . While it may be an advantage, the course is designed for those students who have not studied the subject before.

### PRELIMINARY COURSE

The Preliminary Course introduces students to all aspects of the HSC Course, with an emphasis upon improvisation and acting skills, the elements of production and theatrical tradition and performance styles.

### HSC COURSE

There are five content areas in the course:

- (1) Improvisation, Playbuilding and Acting (group-devised performance)
- (2) Elements of Production in Performance (the skills and theory of play production - Individual Project)
- (3) Theatrical Traditions and Performance Styles
- (4) Australian Drama and Theatre
- (5) Studies in Drama and Theatre in other cultures

These content areas will not be studied in isolation but in an integrated way. For example, parts of an Australian play may be prepared for performance which may involve acting, design, directing, stage managing and administration.

An important aspect of the course which makes it different to many other 2 Unit courses is the method of assessment. As with other Board courses there is internal school assessment and an external examination.

Internal assessment will take account of work on improvisation, theatre reviews, log books, and exercises as well as teacher observation and participation in production.

External assessment consists of 3 parts

- Individual Project (30 marks): Each student will complete a project from any of these areas: script writing, performance, critical analysis, video or design.
- Group Presentation (30 marks): Each student will perform in a group presentation devised by the students based on a theme from a given Topic list. This will be marked at school by a panel of external examiners.
- Written Examination (40 marks): Each student must sit for a 1.5 hour written paper during the normal HSC examination time period. The paper will cover content areas (4) and (5) above and will consist of two essays.

There is no 3 Unit extension course in Drama.

## **MUSIC**

*Where words fail, music speaks - Plato*

### **RATIONALE**

For all students, the physical, aesthetic, emotional, intellectual and social development gained through making music individually and in groups will enrich them as performers, composers and listeners. At an individual level, music is a medium of personal expression, enabling the sharing of ideas, feelings and experiences. All people should have the opportunity to develop their abilities and aesthetic potential through responding to music.

The Music 1 Syllabus is designed to provide senior school students with the opportunity to acquire the skills, knowledge and experience to emerge as musically sensitive individuals with the capacity and desire for music to play a significant and continually developing role in their lives. Students undertaking the course will have widely differing needs and abilities, ranging from the broadly based to the desire to specialise. For this reason, this syllabus allows flexibility in the topic choice and areas of study.

Students undertaking Music 2 and Music Extension will also have widely varying needs and abilities, ranging from a broadly based interest to the desire to pursue and develop more specialised skills. Flexibility is provided to meet such varying requirements through which students will be both challenged and motivated towards self-development.

### **COURSES**

Music 1 - Preliminary and HSC

Music 2 - Preliminary and HSC

Music Extension (Music 2 candidates only) - HSC

### **COURSE REQUIREMENTS**

Music 1 - Students need only have completed the Non-Elective Music Course in Years Seven and Eight for entry to this course. Students who have completed the Elective Music Course in Years Nine and/or Ten will also meet the required standard.

Music 2 - Students should have completed the Elective Music Course in Years Nine and Ten. Students who have studied music externally should consult the Head of Curriculum - Music before undertaking this course. In general, students that have undertaken formal music training outside of school will be suitable candidates, depending on their individual circumstance.

Music Extension - Students with an extended history of formal music involvement with a desire to specialise in the HSC year.

## MUSIC 1

*I don't know anything about music. In my line, you don't have to - Elvis Presley*

Students will study music in a variety of contexts through specific topics.

Sample Topics available for study:

- Australian music
- Baroque music
- Jazz
- Medieval music
- Methods of notating music
- Popular music
- Music for radio, film, television and multimedia
- Music of a culture
- Music of the 20th and 21st centuries
- Theatre music

### PRELIMINARY COURSE

Students will study performance, musicology, composition and aural in at least THREE topics.

### HSC COURSE

Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

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

### SUMMARY OF ASSESSMENT - HSC COURSE

#### *Internal Assessment*

#### **Topics and % of Weighting**

Core

Performance ..... 10%

Composition ..... 10%

Musicology ..... 10%

Aural ..... 25%

#### **Electives - three Electives (15 marks)**

Any combination of:

Performance ..... 15%

Composition ..... 15%

Musicology ..... 15%

## **External Assessment**

### **Examination Specifications**

Core Performance (one piece) - Maximum performance time: 5 minutes .....20 marks

Written Examination - Aural Skills (approx 60 minutes).....30 marks

Electives - three Electives from any combination of:

Performance (one piece) - Maximum performance time: 5 minutes

Composition (one submitted composition) - Maximum length: 4 minutes

Musicology (one *viva voce*) - Length of *viva voce*: 10 minutes

Elective 1 .....20 marks

Elective 2 .....20 marks

Elective 3 .....20 marks

NB. The Music 1 examination will be marked out of 110 marks and the mark will be converted to a mark out of 100.

## **MUSIC 2**

*In order to compose, all you need do is remember a tune that nobody else has thought of - Robert Schumann*

All studies will be undertaken in relation to the concepts of music through a variety of learning experiences in relation to different contexts.

### **CONCEPTS OF MUSIC:**

- duration
- dynamics and expressive techniques
- tone colour
- texture
- structure
- pitch

### **LEARNING EXPERIENCES**

The experiences through which students understand music are performance, composition, musicology and aural.

### **CONTEXTS**

These are the different styles, periods and genres studied through specific topics.

### **PRELIMINARY COURSE**

Students will study the Mandatory Topic and ONE Additional Topic.

Mandatory Topic: Music 1600 -1900

Additional Topics: Australian Music

Music of a Culture

Medieval Music

Renaissance Music

Music 1900 - 1945

Music 1945 to Music 25 years ago

## HSC COURSE

Students will study the Mandatory Topic and ONE Additional Topic.

Mandatory Topic:	Music of the last 25 years (Australian Focus)
Additional Topics:	Music of a Culture (different from Preliminary Course Study)
	Medieval Music
	Renaissance Music
	Baroque Music
	Classical Music
	Music in the 19th Century
	Music 1900 - 1945
	Music 1945 to Music 25 years ago

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

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

## SUMMARY OF ASSESSMENT - HSC COURSE

### *Internal Assessment*

#### Topics and % of Weighting

Core

Performance.....20%

Composition.....20%

Musicology.....20%

Aural.....20%

Electives.....20%

(Performance

OR Composition

OR Musicology)

### *External Assessment*

#### Topics and % of Weighting

Core Performance (one piece reflecting the mandatory topic)

- Maximum performance time: 5 minutes..... 15%

Sight Singing .....5%

Core Composition (reflecting the mandatory topic)- Maximum length: 2 minutes.. 15%

A 1.5 hour written examination paper (Musicology and aural skills) ..... 35%

One Elective representing the additional topic: ..... 30%

Performance (2 pieces) - Maximum combined performance time: 10 minutes

OR One submitted composition, recording and portfolio - Maximum length: 3 minutes

OR One submitted essay and portfolio - Length of essay: 1500 words

## MUSIC EXTENSION

*Music expresses that which cannot be said and on which it is impossible to be silent - Victor Hugo*

### AIM

The aim of the Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists.

### OBJECTIVES

Students will specialise further in ONE of the learning experiences of performance or composition or musicology. Students have the opportunity to pursue excellence in a particular area of interest and expertise in the contexts of their choosing.

The objectives of the Music Extension course are:

- to refine knowledge and skills associated with performance, composition or musicology;
- to expand critical aural knowledge and skills in all musical experiences.

### COURSE STRUCTURE

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

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

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

### SUMMARY OF ASSESSMENT - HSC COURSE

#### *Internal Assessment*

#### **Topics and % of Weighting**

Performance extension

2 tasks of performance and performance related activities (25 + 25) ..... 50%

OR Composition extension

Composition portfolio - assessed at two different points (25 + 25) ..... 50%

OR Musicology extension

musicology portfolio - assessed at two different points (25 + 25) ..... 50%

**External Assessment**

The examination in Music Extension consists of an externally marked performance or submitted work in one of the three electives:

**Performance (50)**

Three contrasting pieces, one of which must be an ensemble

- Maximum combined performance time: 20 minutes

Ensemble .....20

Solo 1 ..... 15

Solo 2 ..... 15

OR

**Composition (50)**

Two original compositions - Score, recording and portfolio

- Maximum combined time of the two pieces/movements: 6 minutes

Piece 1 .....25

Piece 2 .....25

OR

**Musicology (50)**

one extended essay and portfolio

- length of essay: 3000 words..50

## **VISUAL ARTS**

### **VISUAL ARTS - 2 UNIT**

*Art is the thrilling spark that beats death... thats all. - Brett Whiteley*

#### **RATIONALE**

Visual Arts as a subject provides for various interpretations of the arts that are both contemporary and historical. Acknowledging that Visual Arts encompasses the areas of art, craft and design, the subject is theoretically and practically sustained by Practice, the Frames, and Conceptual Framework.

Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many types of knowledge are increasingly managed through imagery and spectacle and much of students' knowledge is acquired in this way. The subject of Visual Arts serves to facilitate the interpretation of such information.

The knowledge, understanding, skills and values gained from the subject assist students in building conceptual and practical skills which can be applied in art, craft, design and related careers, and other real world contexts. Students' critical skills - analysis, reflection, judgement and appreciation of the visual arts and the world - can be applied in a range of contexts.

#### **PRACTICE IN ARTMAKING, ART CRITICISM AND ART HISTORY**

Students learn about the importance of practice in the visual arts in artmaking, art criticism and art history. They learn that practice refers to the social structures, positions, actions and sequences that affect choices, perceptions, directions, ways of working and views of those involved in the visual arts. An understanding of practice will affect such things as students' intentions, interests, interpretations, decisions, actions and judgement within the parameters of the Preliminary and HSC courses. Students also learn about how artists, art critics and art historians contribute to visual arts.

#### **THE FRAMES**

Students learn about the frames - subjective, cultural, structural and postmodern - that provide different philosophical/theoretical and interpretive frameworks for understanding the layering of meaning, significance, value and belief in and about the visual arts.

#### **THE CONCEPTUAL FRAMEWORK**

Students learn about the conceptual framework that provides a model for understanding the agencies in the art world - the artist, artwork, world and audience. Students also learn about how this framework provides for the understanding of the intentional and functional relations between artists and their art work, audiences and artists, audiences and art work etc

#### **VISUAL ARTS PROCESS DIARY**

Students are required to keep a Visual Arts Process Diary in the Preliminary and HSC courses. The diary must differentiate work undertaken in these courses. It is expected that there should be some connection between what is in the diary and what is produced as an artwork and the body of work although it is recognised that the link should not simply be causal or determine the end result.

#### **THE DEVELOPMENT OF A BODY OF WORK - HSC COURSE**

The body of work is developed during the HSC course and provides the opportunity for the full range of students electing Visual Arts to engage in artmaking as a practice. The body of work will be externally examined. A selection of one or more works is made at the conclusion of the course and is submitted as evidence of what students know and can do in the practice of artmaking.

The following expressive forms may be included in a body of work:

Drawing, painting, printmaking, photomedia, graphic design, sculpture, ceramics, textiles and fibre, designed objects, time-based forms, documented forms, collection of works.

Overall limitations of size, weight and duration need to be followed.

## VISUAL DESIGN - (CONTENT ENDORSED 1 UNIT COURSE)

### RATIONALE

Visual Design provides opportunities for students to pursue their abilities and interests in design fields that lead to a wide range of tertiary courses and work opportunities. At a more general level it enables students to make design decisions related to their own lives.

### AIM

Visual Design Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic, product, and interior/exterior design invite different interpretations and explanations.

### OBJECTIVES

Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

### FIELDS OF PRACTICE AND MODULES

Course .....	Units.....	Hours.....	Structure
1 year (Year 11).....	1 .....	60.....	2-3 modules

There are a number of modules in each field of practice, including graphic design, product design and interior/exterior design. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Modules may be selected from any of the fields (as well as the Individual/Collaborative Project) to construct the 60-hour course. The course must also include the Occupational Health and Safety Module. The course is only offered to students in Year Eleven.

### FIELDS OF PRACTICE - MODULES

#### Graphic Design

- Publications and Information
- Illustration and Cartooning
- Interactive and Multimedia

#### Produce Design

- Packaging

#### Interior/Exterior Design

- Structures and Environments
- Stage Sets and Props
- Interiors

#### General

- Individual/Collaborative Design Project

#### Mandatory for all Fields of Practice\*

- Occupational Health and Safety

## GLOSSARY

---

The following are terms that parents and students have either come across already or will be introduced to in the months ahead as students begin to choose their subjects for the final years of Senior School.

**Acceleration** - A student may be advanced into higher levels of a course before other students of the same age. For example a very gifted student in Mathematics or Music may be allowed to sit for the HSC Extension examination while still in Year Eleven for all other subjects.

**Accumulation** - Once they have commenced their HSC courses, students are allowed to take 5 years to complete all the courses necessary for the award of the HSC.

**ATAR** - The ATAR (Australian Tertiary Admission Rank) is a rank used to assist universities in the selection of students for courses. It is administered by UAC, using marks provided by the Board of Studies. It is calculated from the scaled aggregate of the marks in the best ten units of Board developed HSC courses. Both HSC examination and school assessment marks are used in the calculation of the ATAR (including 2 units of English).

There is no concept of pass or fail associated with the ATAR. If 60,000 students sit for the HSC in a given year, an ATAR of 80.00 (ie. the 80th percentile) indicates that the overall result is equal to or better than 48,000 (80% of 60,000) candidates.

See page 12 for more rules about the ATAR.

**Board of Studies** - The government established body that controls the development and accreditation of courses for the HSC as well as its external examination, marking and reporting.

**Board Developed Courses** - These are the majority of courses offered at The Hills Grammar School. The Board of Studies designs these courses and they contribute towards satisfying requirements for the HSC and ATAR.

**CONTENT Endorsed Courses** - A variety of courses offered at The Hills Grammar School, which help students qualify for the HSC but do not count towards the ATAR.

**Category A/Category B** - All Board developed courses are classified by the Universities as Category A or B. The criteria is based on: academic rigour; depth of knowledge and understanding; and, the degree to which the course contributes to assumed knowledge for tertiary studies. All Board developed courses offered at The Hills Grammar School are Category A, except VET courses, which are Category B.

**HSC** - 'Higher School Certificate', which students receive after they have satisfactorily studied the necessary courses. The certificate does not have any subjects or marks recorded on it. These are reported on a 'Record of Achievement' which students receive at the same time as the HSC.

**Pathways** - An initiative of the Board of Studies which allows students a greater degree of flexibility, eg accumulation over five years, and for the repeating of units, in achieving their HSC and ATAR.

**Preliminary and HSC Courses** - Courses in Years Eleven and Twelve are divided into Preliminary and HSC Courses. To enter a HSC Course and therefore sit for the HSC examination, a student must have satisfied the requirements of the corresponding Preliminary Course.

**UAC** - 'Universities Admission Centre'. Students in Year Twelve will apply to UAC to gain places in specific University courses.

**Units** - Each Course is divided into units, with 1 unit equating to approximately 60 hours of class time per year. Most courses are 2 units in length, with an Extension Course (worth 1 unit) being offered in some subject areas.

At The Hills Grammar School a 1 unit subject is timetabled for 4 periods (4 hours) per fortnight; a 2 unit subject has 8 periods (8 hours) per fortnight.

Note: Extension Courses may need to be timetabled out of the daily timetable, i.e. before and/or after school.

**VET** - This stands for Vocational Education and Training. VET courses are designed to deliver/teach industry developed units of competency that are suitable for the HSC. Students completing a VET course are able to count the course towards their HSC requirements, provided they sit for the HSC examination, AND gain credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Current VET courses at The Hills Grammar School are Hospitality and Information Technology.

**Only one VET course can be counted towards the ATAR.**



Founded 1982

THE HILLS  

---

GRAMMAR SCHOOL