2019 GUIDE
PRELIMINARY & HSC
A school within The Anglican Schools Corporation
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DEAR HSC CLASS OF 2020

As you move into your final stage of your education at Oran Park Anglican College you will face exciting yet demanding challenges and we are here to assist you to achieve your very best. The degree to which you succeed in meeting those challenges will, in some ways, shape what the future holds for you.

This Guide to the Preliminary and HSC Courses has been compiled to assist Year 11 students and their parents make informed decisions about the final years of Senior School. It provides an introduction to the HSC and the many options available to our students. It is very important that the academic program you select is well suited to your abilities and interests, and equally important that you enter into the program with energy, commitment, intention and direction. Research indicates that students who choose the right subject at the right level for their abilities will achieve their best outcomes.

Please ensure you seek out advice from our experienced teaching staff as they will all be able to provide you with guidance and wisdom to assist with your decision making process. Most importantly, take time and carefully consider your future career opportunities and life after Year 12.

More information about the details of individual courses can be found by consulting the NSW Education Standards Authority website: https://educationstandards.nsw.edu.au/wps/portal/nesa/home

I trust that you find this guide, as well as upcoming opportunities to discuss Stage 6 course selection with our teaching staff, helpful. As a Christian College, we also hope that you will seek God’s word and lean on his promises as we know He has a plan for our lives and our best interests at heart. We expect that every student will give their best effort, seek our assistance when necessary and strive to reach their full potential at this most important stage of school life. Please be assured of our prayers and best wishes for you as you proceed.

Naomi Wilkins
Principal
The Higher School Certificate is the culmination of studies in Stage 6. Stage 6 study can lead to two different pathways.

**ATAR AND UNIVERSITY**

Students planning to go to University will need to qualify for Australian Tertiary Admissions Rank (ATAR) on completion of their Higher School Certificate. ATAR was formerly known as a UAI. The ATAR ranks students against all other students based on their results and the relative difficulty of the subjects studied. It is calculated on the student’s best ten units including 2 units of English.

In choosing subjects it is advisable to consult the UAC guide. It will advise the subjects recommended for study for particular university courses.

TAFE TRAINEESHIPS AND APPRENTICESHIPS

Many students studying the HSC are not interested in going to University. They will continue their tertiary studies at TAFE or other institutions. If you are certain that this is the pathway you wish to follow, subject choices can reflect this.

Students must complete 2 Units of English to obtain a HSC. To gain an apprenticeship or traineeship employers will be looking for students who have applied themselves throughout the HSC course and achieved satisfactory results.

Not requiring an ATAR means that students are free to choose category A or B subjects. This may be a combination of HSC courses offered at the College and TVET course offered at TAFE Colleges.

Please note that students completing TVET courses at TAFE will be required to pay for these courses above the College fees.
THE STRUCTURE OF THE HSC COURSE

To be eligible for the award of the Higher School Certificate students must:

(a) Have satisfactorily completed stage 5;

(b) Have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the NESA or a college of TAFE;

(c) Have satisfactorily completed courses that comprise the pattern of study required by the NESA for the award of the Higher School Certificate;

(d) Sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

To gain a HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Preliminary course (usually studied during Year 11) before they are eligible to commence the corresponding HSC course (usually studied during Year 12). English is the only compulsory subject for the HSC.

Both patterns must include:
- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four subjects.

To satisfy the pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.
COURSES, UNITS AND SUBJECTS

To complete the Preliminary Course at Oran Park Anglican College student must study a minimum of 12 Units. This will include:

- 2 Units of English and 2 Units of Maths
- 8 other units

The College will offer subjects on six lines each equivalent to 2 units so most subjects will be 2 units. 2 Unit subjects are studied for nine periods per cycle.

The exceptions are:

- Extension 1 English (can be studied in conjunction with Advanced English)
- Extension 1 Mathematics (can be studied in conjunction with Mathematics)

These are 1 Unit subjects which are studied for 5 periods per cycle. These subjects may be timetabled out of normal College hours or during sport.

CATEGORY B SUBJECTS

Students wishing to obtain an ATAR should choose a maximum of one category B subject that are offered through Sydney Distance Education High School, TAFE, TVET etc.

BOARD DEVELOPED COURSES (BDC) AND BOARD ENDORSED COURSES (BEC)

<table>
<thead>
<tr>
<th>BOARD DEVELOPED COURSE</th>
<th>BOARD ENDORSED COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HSC Exam</td>
<td>• No HSC exam – school-based assessment used</td>
</tr>
<tr>
<td>• Counts towards HSC</td>
<td>• Counts towards HSC</td>
</tr>
<tr>
<td>• May count towards ATAR*</td>
<td>• Cannot contribute to ATAR</td>
</tr>
<tr>
<td>• Includes some VET**</td>
<td>• Includes some VET Courses</td>
</tr>
<tr>
<td>• Includes Life Skills Courses</td>
<td></td>
</tr>
</tbody>
</table>

*Australian Tertiary Admission Rank

**Vocational Education and Training
EXCLUSIONS

In general, students may not count more than one 240-hour Board Developed Course in the one subject in their pattern of study for the Higher School Certificate e.g. English (Advanced) and English (Standard), Music 1 and Music 2.

A number of subjects include a requirement for the development of project work for either internal or external assessment. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Mathematics
Students may not study General Mathematics with the 240-hour Mathematics Advanced course.

Science
To satisfy pattern of study requirements for the award of the Higher School Certificate a student may count a maximum of six Year 11 units and seven Year 12 units from the following courses:
- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Investigating Science

In the Preliminary study pattern, Science Extension cannot be studied in year 11. It can, however, be studied in combination with Biology, Chemistry, Earth and Environmental Science Investigating Science or Physics in Year 12.

VET
Students may not undertake the same unit of competency in more than one VET course. Students can only be accredited once with the indicative hours allocated to any unit of competency.

Equivalence between units of competency will normally be stated within the relevant training packages.

VET exclusions are listed on the website: https://www.det.nsw.edu.au/vetinschools/index.html

Content Endorsed Courses
Photography works developed for assessment in Photography, Video and Video and Digital Imaging are not to be used either in full or in part for Imaging assessment in any other subject.
**DO’S AND DON’TS**

**DO**

- Take time to think about your choice
- Find out about the subjects offered
- Choose subjects you are good at
- Choose subjects that interest you
- Choose subjects that you really want to learn
- Choose subjects that are useful for study after school

**DO NOT CHOOSE A SUBJECT ...**

- Just because your friends are doing it
- Because your favourite teacher might teach it
- Because you think it is an easy option
- Because it is ‘just for boys’ or ‘just for girls’
- Because it has a great excursion
- Because you think it will get you a high ATAR.

Quite often not going through this process carefully can result in students choosing subjects that they are not suited for. This is like buying an outfit that doesn’t fit properly. After a short time you can’t return the outfit to the shop – you end up dissatisfied. This will be detrimental to your enjoyment and ultimately your overall satisfaction.
HSC MAJOR WORKS

The following subjects have an HSC major work component which could require additional time commitments. Please note that a maximum of 2 major works are recommended albeit this is subject to each individual student's abilities and organisational skills.

- English Extension 2
- Industrial Technology Timber
- Design and Technology
- Drama
- Music 1
- Visual Arts
COURSES ON OFFER

THE COLLEGE EXPECTS TO BE ABLE TO OFFER ANY OF THE FOLLOWING IN YEAR 11 (2019):

Category A courses:
Biology
Business Studies
Chemistry
Community and Family Studies
Drama
English Advanced
English Extension 1
English Standard
Food Technology
Geography
Industrial Technology (Timber Products)
Investigating Science
Legal Studies
Mathematics Advanced
Mathematics Extension 1
Mathematics Standard
Modern History
Music 1
PDHPE
Information Processes and Technology
Studies of Religion 1
Visual Arts
# ENGLISH STANDARD

<table>
<thead>
<tr>
<th>COURSE: ENGLISH (STANDARD)</th>
<th>COURSE NO: 11130</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: English (Advanced); English (ESL); English (Extension)</td>
</tr>
</tbody>
</table>

## COURSE DESCRIPTION

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

In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; drama or poetry; nonfiction or film or media texts.

## MAIN TOPICS COVERED

### Preliminary Course
- Common module – Reading to Write: Transition to Senior English
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

### HSC Course
- Common module – Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing
- Optional: This module may be studied concurrently with the common module and/or Modules A and B

## PARTICULAR COURSE REQUIREMENTS

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

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

COURSE: ENGLISH (ADVANCED)  COURSE NO: 11140

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

COURSE DESCRIPTION

In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values. The Year 11 course requires students to support their study of texts with their own wide reading.

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

MAIN TOPICS COVERED

Preliminary Course
- Common module: Reading to Write
- Module A: Narratives that Shape our World
- Module B: Critical Study of Literature

HSC Course
- Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

PARTICULAR COURSE REQUIREMENTS

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

HSC English (Advanced) Course requires the close study of:
- at least four types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or poetry; nonfiction or media or film texts
- a wide range of additional related texts and textual forms.
COURSES: PRELIMINARY ENGLISH EXTENSION  COURSE NO: 11150

COURSES: HSC ENGLISH EXTENSION 1

1 unit of study for each of Preliminary and HSC

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

Exclusions:
English (Standard); Fundamentals of English; English (ESL)

COURSE DESCRIPTION

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

In HSC English Extension Course

MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Preliminary Extension Course</th>
<th>HSC English Extension Course 1</th>
</tr>
</thead>
</table>
| The course has one common section: Module: Texts, Culture and Value. Students will also undertake a related research project on a text of their choice. | The course has one section. Students must complete one elective chosen from the common module offered for study:  
• Module: Literary Worlds |

PARTICULAR COURSE REQUIREMENTS

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

HSC English Extension Course 1 requires the study of at least three prescribed texts (as outlined in the prescribed text list).
### COURSE: BIOLOGY

COURSE NO: 11030

| 2 units for each Year 11 and Year 12 Board Developed Course | Exclusions: nil |

### COURSE DESCRIPTION

The study of Biology in Years 11 and 12 enable students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

### MAIN TOPICS COVERED

#### Year 11 Course

**Modules**
- Cells as the Basis for Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

**Depth Study**
- 15 hours in Modules 1-4

#### Year 12 Course

**Modules**
- Heredity
- Genetic Change
- Infectious Disease
- Non-Infectious Disease and Disorders

**Depth Study**
- 15 hours in Modules 1-4

### PARTICULAR COURSE REQUIREMENTS

Students will be required to carry out at **Depth Study** over a period of 15 hours within the 120 indicative course hours for both for both Years 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.
**COURSE: BUSINESS STUDIES**

**COURSE NO: 11040**

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

**COURSE DESCRIPTION**

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

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

**MAIN TOPICS COVERED**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of business (20%) – the role and nature of business</td>
<td>Operations (25%) – strategies for effective operations management</td>
</tr>
<tr>
<td>Business management (40%) – the nature and responsibilities of management</td>
<td>Marketing (25%) – development and implementation of successful marketing strategies</td>
</tr>
<tr>
<td>Business planning (40%) – establishing and planning a small to medium enterprise</td>
<td>Finance (25%) – financial information in the planning and management of business</td>
</tr>
<tr>
<td></td>
<td>Human resources (25%) – human resource management and business performance</td>
</tr>
</tbody>
</table>
## CHEMISTRY

<table>
<thead>
<tr>
<th>COURSE: CHEMISTRY</th>
<th>COURSE NO: 11050</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Year 11 and Year 12</td>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td>Board Developed Course</td>
<td></td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION

The study of Chemistry in Year 11 and 12 enable students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used, and developed.

### MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modules</strong></td>
<td><strong>Modules</strong></td>
</tr>
<tr>
<td>• Properties and Structure of Matter</td>
<td>• Equilibrium and Acid Reactions</td>
</tr>
<tr>
<td>• Introduction to Quantitative Chemistry</td>
<td>• Acid/base Reactions</td>
</tr>
<tr>
<td>• Reactive Chemistry</td>
<td>• Organic Chemistry</td>
</tr>
<tr>
<td>• Drivers of Reactions</td>
<td>• Applying Chemical Ideas</td>
</tr>
<tr>
<td><strong>Depth Study</strong></td>
<td><strong>Depth Study</strong></td>
</tr>
<tr>
<td>• 15 hours in Modules 1-4</td>
<td>• 15 hours in Modules 1-4</td>
</tr>
</tbody>
</table>

### PARTICULAR COURSE REQUIREMENTS

Students will be required to carry out at Depth Study over a period of 15 hours within the 120 indicative course hours for both for both Years 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.
# COMMUNITY AND FAMILY STUDIES

<table>
<thead>
<tr>
<th>COURSE: COMMUNITY AND FAMILY STUDIES</th>
<th>COURSE NO: 11060</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

## COURSE DESCRIPTION

Course Description Community and Family Studies (CAFS) is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course involves: Issues impacting individuals, groups, families and communities. Managing individuals and group's needs, including resources to help satisfy wellbeing. Groups within the community and the impact that they can have on the betterment of groups, families and communities. Importance of school, family and social groups; community organisations and Government organisations. Skills and knowledge in research resources.

## MAIN TOPICS COVERED

**Preliminary Course**
- **Resource Management**
  Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups**
  The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities**
  Family structures and functions and the interaction between family and community (approximately 40% of course time).

**HSC Course**
- **Research Methodology**
  Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context**
  The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring**
  Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

**HSC Option Modules**
Select one of the following (approximately 25% of course time):
- **Family and Societal Interactions**
  Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology**
  The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work**
  Contemporary issues confronting individuals as they manage roles within both their family and work environments.

## PARTICULAR COURSE REQUIREMENTS

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content.
**COURSE: DRAMA**

**COURSE NO: 11090**

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

**COURSE DESCRIPTION**

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

**Preliminary Course**

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

**HSC Course**

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

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

The **individual project** is an independent major work that each student undertakes concurrently with other units. Students may choose from the following areas: Performance, Video Drama, Critical Analysis (director’s folio, portfolio of theatre criticism or applied research project), Design (costume, set, promotion & programming or lighting), and Scriptwriting. Students choose an area of Drama they are most interested in and work towards a final major work in their chosen form.

**MAIN TOPICS COVERED**

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

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

**PARTICULAR COURSE REQUIREMENTS**

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

<table>
<thead>
<tr>
<th>COURSE: FOOD TECHNOLOGY</th>
<th>COURSE NO: 11180</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

**MAIN TOPICS COVERED**

**Preliminary Course**
- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

**HSC Course**
- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)

**PARTICULAR COURSE REQUIREMENTS**

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the ‘learn to’ section of each strand.
## GEOGRAPHY

### COURSE: GEOGRAPHY

<table>
<thead>
<tr>
<th>COURSE NO: 11190</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
<tr>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION

The Preliminary course investigates biophysical and human geography and develops students’ knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

### MAIN TOPICS COVERED

#### Preliminary Course
- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student’s own choosing.

#### HSC Course
- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

**Key concepts incorporated across all topics:** change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

### PARTICULAR COURSE REQUIREMENTS

Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.
# INDUSTRIAL TECHNOLOGY TIMBER

## COURSE DESCRIPTION

Industrial Technology at Stage 6 will develop a student’s knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The focus area is Timber Products and Furniture Technologies.

## MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following sections are taught in relation to the relevant focus area:</td>
<td>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</td>
</tr>
<tr>
<td>• Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety</td>
<td>• Industry Study</td>
</tr>
<tr>
<td>• Design – elements and principles, types of design, quality, influences affecting design</td>
<td>• Major Project</td>
</tr>
<tr>
<td>• Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies</td>
<td>• Design, Management and Communication</td>
</tr>
<tr>
<td>• Production – display a range of skills through the construction of a number of projects</td>
<td>• Production</td>
</tr>
<tr>
<td>• Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies</td>
<td>• Industry Related Manufacturing Technology</td>
</tr>
</tbody>
</table>

## PARTICULAR COURSE REQUIREMENTS

In the Preliminary course, students must design, develop and construct a minimum of 2 projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.

In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

<table>
<thead>
<tr>
<th>COURSE: INDUSTRIAL TECHNOLOGY TIMBER</th>
<th>COURSE NO: 11200</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses</td>
</tr>
</tbody>
</table>
## COURSE: INFORMATION PROCESSES AND TECHNOLOGY  
**COURSE NO: 11210**

| 2 units for each of Preliminary and HSC Board Developed Course | Exclusions: Computing Applications CEC |

### COURSE DESCRIPTION

Information Processes and Technology is the study of information-based systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

### MAIN TOPICS COVERED

**Preliminary Course**
- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

**HSC Course**
- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Option Strands (40%) - Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

### PARTICULAR COURSE REQUIREMENTS

There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.
## INVESTIGATING SCIENCE

<table>
<thead>
<tr>
<th>COURSE: INVESTIGATING SCIENCE</th>
<th>COURSE NO: 11215</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of the Year 11 and Year 12 Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTION

The study of Investigating Science in Stage enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students’ analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

### MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Module 1: - Cause and Effect (Observing)</td>
<td>• Module 5: - Scientific Investigations</td>
</tr>
<tr>
<td>• Module 2: - Cause and Effect (Inferences and Generalisations)</td>
<td>• Module 6: - Technologies</td>
</tr>
<tr>
<td>• Module 3: - Scientific Models</td>
<td>• Module 7: - Fact or Fallacies?</td>
</tr>
<tr>
<td>• Module 4: - Theories and Laws</td>
<td>• Module 8: - Science and Society</td>
</tr>
</tbody>
</table>

### PARTICULAR COURSE REQUIREMENTS

Students will be required to carry out at Depth Study over a period of 30 hours within the 120 indicative course hours for both for both Years 11 and 12. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

Depth studies provide opportunities for students to pursue their interests in biology, acquire a depth of understanding, and take responsibility for their own learning. Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning. Depth studies allow for the demonstration of a range of Working Scientifically skills.
LEGAL STUDIES

<table>
<thead>
<tr>
<th>COURSE: LEGAL STUDIES</th>
<th>COURSE NO: 11220</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: Nil</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION

The Preliminary course develops students’ knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual’s rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

MAIN TOPICS COVERED

**Preliminary Course**
- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

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

**HSC Course**
- Core Part I: Crime (30% of course time)
- Core Part II: Human Rights (20% of course time)
- Part III: Two options (50% of course time)

Two options are chosen from:
- Consumers
- Global environment and protection
- Family
- Indigenous peoples
- Shelter Workplace
- World order.

Each topic’s themes and challenges should be integrated into the study of the topic.

PARTICULAR COURSE REQUIREMENTS

No special requirements
# Mathematics Standard

## Course: Mathematics Standard

| Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard |

| Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with Mathematics Standard |

## Course No: 11236

- 2 units for each of Preliminary and HSC Board Developed Course

## Prerequisites

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

## Course Description

Mathematics Standard focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects. The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

## Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course Standard 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Financial Mathematics</td>
<td>• Algebra</td>
</tr>
<tr>
<td>• Statistical Analysis</td>
<td>• Measurements</td>
</tr>
<tr>
<td>• Measurement</td>
<td>• Financial Maths</td>
</tr>
<tr>
<td>• Probability</td>
<td>• Statistical Analysis</td>
</tr>
<tr>
<td>• Algebraic Modelling</td>
<td>• Networks</td>
</tr>
</tbody>
</table>
MATHEMATICS ADVANCED

COURSE: MATHEMATICS

2 units for each of Preliminary and HSC Board Developed Course

COURSE NO: 11255

Exclusions: General Mathematics

PREREQUISITES

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

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

Preliminary Course
- 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
- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications
COURSE: MATHEMATICS EXTENSION 1

COURSE NO: 11250

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

Exclusions: General Mathematics

PREREQUISITES

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

COURSE DESCRIPTION

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

MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Other inequalities</td>
<td>• Methods of integration</td>
</tr>
<tr>
<td>• Further geometry</td>
<td>• Primitive of sin2x and cos2x</td>
</tr>
<tr>
<td>• Further trigonometry</td>
<td>• Further trigonometric functions</td>
</tr>
<tr>
<td>• Linear functions</td>
<td>• Further applications of physical world</td>
</tr>
<tr>
<td>• Parametric representation</td>
<td>• Inverse functions and inverse trigonometric functions</td>
</tr>
<tr>
<td>• Permutations and combinations</td>
<td>• Induction</td>
</tr>
<tr>
<td>• Polynomials</td>
<td>• Binomial theorem</td>
</tr>
<tr>
<td>• Harder applications of the Mathematics Preliminary course topics</td>
<td>• Further probability</td>
</tr>
<tr>
<td></td>
<td>• Iterative methods for numerical estimation of the roots of a polynomial equation</td>
</tr>
<tr>
<td></td>
<td>• Harder applications of Mathematics HSC course topics</td>
</tr>
</tbody>
</table>
MODERN HISTORY

COURSE: MODERN HISTORY

COURSE NO: 11270

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students’ curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

MAIN TOPICS COVERED

Preliminary Course
- Investigating Modern History
  - One European/North American/ Australian Case study
  - One Asia/ Pacific Case study
- Historical Investigation Task
- Shaping the Modern World

HSC Course
- Core Study: Power in Modern World (1919-1946)
- National Study
- Peace and Conflict
- Change in the Modern World

PARTICULAR COURSE REQUIREMENTS

The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.
MUSIC 1

COURSE: MUSIC 1  COURSE NO: 11280

2 units for each of Preliminary and HSC Board Developed Course

Exclusions: Music 2

COURSE DESCRIPTION

Music 1 builds on the Years 9 and 10 elective study courses. It caters for students who have diverse musical backgrounds and musical interests. It is expected students have well developed music performance and literacy skills. Students in Music 1 range from those with intermediate instrumental and/or vocal skills to those with highly developed performance skills in a variety of musical styles. Music 1 assumes some prior knowledge of musical notation as taught in the elective course in Years 9 and 10. It recognises that students who have had no further involvement in Music beyond their introduction in the Mandatory course will need to revisit elementary musical skills and understanding.

In Music 1, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

COURSE REQUIREMENTS

Concepts of Music
The content of the syllabus is set out according to the musical concepts of:
- Duration
- Tone colour
- Texture
- Pitch
- Structure
- Dynamics and expressive techniques

Learning Experiences
The learning experiences through which students understand music are:
- Performance
- Musicology
- Composition
- Aural

Preliminary Course
- Students will study at least THREE topics from the list below.

HSC Course
Students will study at least THREE topics from the list below.

The topics must be:
- either THREE topics which are different from those studied in the Preliminary course
- or TWO topics which are different from those studied in the Preliminary course and ONE topic from the Preliminary course which shows greater depth of understanding, explores new repertoire and includes a comparative study.

TOPICS AVAILABLE

- An instrument and its repertoire
- Australian music
- Baroque music
- Jazz
- Medieval music
- Methods of notating music
- Music and religion
- Music and the related arts
- Music for large ensembles
- Music for radio, film, television and multimedia
- Music for small ensembles

- Music in education
- Music of a culture (Preliminary course)
- Music of a culture (HSC course)
- Music of the 18th century
- Music of the 19th century
- Music of the 20th and 21st centuries
- Popular music
- Renaissance music
- Rock music
- Technology and its influence on music
- Theatre music
COURSE: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION  
COURSE NO: 11300  

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

COURSE DESCRIPTION  

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

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

MAIN TOPICS COVERED

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Topics (60%)</strong></td>
<td><strong>Core Topics (60%)</strong></td>
</tr>
<tr>
<td>• Better Health for Individuals</td>
<td>• Health Priorities in Australia</td>
</tr>
<tr>
<td>• The Body in Motion</td>
<td>• Factors Affecting Performance</td>
</tr>
<tr>
<td><strong>Optional Component (40%)</strong></td>
<td><strong>Optional Component (40%)</strong></td>
</tr>
<tr>
<td>• Students select two of the following options:</td>
<td>• Students select two of the following options:</td>
</tr>
<tr>
<td>• First Aid</td>
<td>• The Health of Young People</td>
</tr>
<tr>
<td>• Composition and Performance</td>
<td>• Sport and Physical Activity in Australian Society</td>
</tr>
<tr>
<td>• Fitness Choices</td>
<td>• Sports Medicine</td>
</tr>
<tr>
<td>• Outdoor Recreation</td>
<td>• Improving Performance</td>
</tr>
<tr>
<td></td>
<td>• Equity and Health</td>
</tr>
</tbody>
</table>

PARTICULAR COURSE REQUIREMENTS

In addition to core studies, students select two options in each of the Preliminary and HSC courses.
## COURSE: STUDIES OF RELIGION I

### COURSE NO: 11350

| 1 unit for each of Preliminary and HSC Board Developed Course | Exclusions: Nil |

### COURSE DESCRIPTION

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

### MAIN TOPICS COVERED

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

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

<table>
<thead>
<tr>
<th>COURSE: VISUAL ARTS</th>
<th>COURSE NO: 11380</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td><strong>Exclusions:</strong> Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTION**

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘body of work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

**MAIN TOPICS COVERED**

**Preliminary Course** learning opportunities focus on:
- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

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

**PARTICULAR COURSE REQUIREMENTS**

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

**HSC Course:**
- development of a body of work and use of a process diary
- a minimum of five Case Studies (4–10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.
Consult:
- The relevant subject departments and teachers
- Attend the Western Sydney University 'U' Day.

At home:
- Discuss with your parents
- Consult the UAC guide

Please click the link "subject selection" from the College website and enter the code details you have been provided with.

You will then be shown a list of the subject preferences as a series of drop downs. You should make a selection from each category listed, in the specific order of your preferences. Once you have done so, please scroll down and click the submit button at the base of the form.

Your submission will be checked, and if valid you will be shown a submission success page. Please print this page by pressing the print button on your web browser, and then get your parent to write their name and signature on the base of the page. This signed form should be returned to the College Office by the due date.

If your form was rejected by the system, you will see an error message appear, and you will need to correct this error, and then re-submit it.

Please see below for an example of the form you may see when logging in to select your preferences:
This is an example of the page shown to students on successful submission of their preferences, and this is also emailed to the student if they are using a valid email address.

**Student name:** Peter Pan (Test student Yr11)

**Notes:** Your choices are registered.

**Submitted date:** Thu 31 May 2018 14:21:29

### Main units

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>11ENGA</td>
<td>English Advanced</td>
<td>2</td>
</tr>
<tr>
<td>11MATA</td>
<td>Mathematics Advanced</td>
<td>2</td>
</tr>
<tr>
<td>11BIO</td>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>11BUS</td>
<td>Business Studies</td>
<td>2</td>
</tr>
<tr>
<td>11FT</td>
<td>Food Technology</td>
<td>2</td>
</tr>
<tr>
<td>11EX1</td>
<td>English Extension 1</td>
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</tr>
<tr>
<td>11MX1</td>
<td>Mathematics Extension 1</td>
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Total units: 12

### Reserve units

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PDHPE</td>
<td>2</td>
</tr>
<tr>
<td>11CHE</td>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>11LEG</td>
<td>Legal Studies</td>
<td>2</td>
</tr>
<tr>
<td>11GEO</td>
<td>Geography</td>
<td>2</td>
</tr>
</tbody>
</table>

Total units: 8

Please get form signed, and return to school by 22/6/18.

**Signature:** __________________________

**Parent / Carer**

[Exit]  [Print]  [Send email]