

## *Courses offered in 2006 for Years 11 and 12*

### M Courses for the Higher School Certificate

This section lists Preliminary and HSC courses which the NSW Board of Studies has developed. Courses may be of one or two years in duration. Two-year courses may have both Preliminary and HSC components. One-year courses may count as either Preliminary or HSC courses.

Board Developed Courses (BDC's) are courses developed by the Board of Studies NSW.

A syllabus is available for each of these. Schools must use the current syllabus for any Board Developed Preliminary or HSC course they teach.

**3** Indicates courses offered at Shearwater. Please be aware however that it is not because the course exists that you will be able to combine it as you wish, as some of these courses' timetables overlap. So please always check the current year course combination diagram below.

The entire list of BDC's is

#### **Subjects Courses Extension Courses**

Aboriginal Studies Aboriginal Studies

Agriculture Agriculture

Ancient History Ancient History HSC Extension History

**3** Biology Biology

**3** Business Studies Business Studies

Chemistry Chemistry

Community & Family Studies Community & Family Studies

Dance Dance

**3** Design & Technology Design & Technology

**3** Drama Drama

Earth and Environmental Science Earth and Environmental Science

Economics Economics

Engineering Studies Engineering Studies

**3** English English (Standard)

**3** English (Advanced)

**3** Prelim English Ext (Yr 11)

**3** HSC English Ext 1 (Year 12)

**3** HSC English Ext 2 (Year 12)

English as a Second Language (ESL)

Fundamentals of English 2

Food Technology Food Technology

**3** Geography Geography

**3** History Modern History

Modern History HSC History Extension 1

**3** Industrial Technology Industrial Technology

Information Processes Information Processes

& Technology & Technology  
 3 Legal Studies Legal Studies  
 3 Mathematics Mathematics – General  
 3 Mathematics Prelim Maths Extension  
 HSC Mathematics HSC Maths Extension 1  
 HSC Mathematics HSC Maths Extension 2  
 3 Music Music I  
 Music II HSC Music Extension  
 3 Personal Development, Personal Development,  
 Health & Physical Education Health & Physical Education (P.D.H.P.E.)  
 3 Philosophy Philosophy – General  
 3 Physics Physics  
 Senior Science Senior Science  
 3 Society & Culture Society & Culture  
 Software Design & Development Software Design & Development  
 Studies of Religion Studies of Religion I (1 Unit)  
 Studies of Religion II (2 Unit)  
 Textiles & Design Textiles & Design  
 3 Visual Arts Visual Arts

## Languages

Arabic, Armenian, Chinese, Classical Greek, Classical Hebrew, Croatian, Czech,  
 Dutch, Estonian, Filipino, French, German, Hindi, Hungarian, Indonesian, Italian,  
 Japanese, Khmer, Korean, Latin, Latvian, Lithuanian, Macedonian, Malay, Maltese,  
 Modern Greek, Modern Hebrew, Persian, Polish, Portuguese, Russian, Serbian,  
 Slovenian, Spanish, Swedish, Tamil, Turkish, Ukrainian, Vietnamese.

## M VET (Vocational Education & Training) Curriculum Frameworks

### **Subjects Courses Extension Courses**

Business Services Business Services Business Services

(120 hrs) Extension (60 or 120 hrs)

Business Services

(240 hrs)

Construction Construction (120 hrs)

Construction (180 hrs)

Construction (240 hrs)

3 Entertainment Entertainment (120 hrs)

Entertainment (240 hrs) Construction Specialist

Studies (60 or 120 hrs)

Information Technology Information Technology (120 hrs)

Information Technology (240 hrs)

Information Technology \*(240 hrs)

Information Tech

Specialisation Studies

(60 or 120 hrs)

Metal and Engineering Metal and Engineering (120 hrs)

Metal and Engineering (180hrs)

Metal and Engineering \*(240 hrs)

Metal and Engineering  
Specialist Studies

(60 or 120 hrs)

Primary Industries Primary Industries (120hrs)

Primary Industries (180 hrs)

Primary Industries \*(240 hrs)

Primary Industries  
Extension (60 or 120 hrs)

Retail Retail Operations (120 hrs)

Retail Operations (60 hrs)

Retail Operations \*(240 hrs)

Tourism & Hospitality Hospitality Operations (120 hrs)

Hospitality Kitchen Operations (120 hrs)

Hospitality Operations \*(240 hrs)

Hospitality Extension (60 hrs)

Tourism (120 hrs)

Tourism (240 hrs)

## M Content Endorsed Courses

Ceramics

Computing Applications

Drama and Theatre (Final HSC 2002)

Introduction to Electro technology

Exploring Early Childhood

Furnishing

3 Marine Studies

3 Photography, Video and Digital Imaging

Sport Lifestyle and Recreation Studies

3 Visual Design

Work Studies

\*All courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

## M Life Skills Courses

English English Life Skills

Mathematics Mathematics Life Skills

Personal Development, Personal Development

Health & Physical Education Health & Physical Education Life Skills

Citizenship and Society Citizenship and Society Life Skills

Science Science Life Skills

Creative Arts Creative Arts Life Skills

Technological and Applied Studies Technological and Applied Studies Life Skills

Work and the Community Work and the Community Life Skills

Notes:

1. Students studying both Ancient History and Modern History may undertake one HSC History Extension course only.

2. Fundamentals of English is a Preliminary course and is not examinable for the Higher School Certificate. It can only be studied in conjunction with either English (Standard) or English (ESL). It may be studied in Year 11 or Year 12 or both Years 11 and 12 (see Section 11.10.2).

3. Courses in the VET Curriculum Frameworks can be studied as Preliminary and/or HSC course. The VET courses marked with an asterisk (\*) have an optional written examination for the Higher School Certificate.

4. Retail Operations (60 hours) Extension is a Board Endorsed VET course. Schools must follow the procedures set out in Section 10.2.5 for endorsement. In addition, the course requires approval from the system before delivery and is available only for students undertaking school-based part-time traineeships or who have significant workplace experience.

5. Board Developed and Content Endorsed VET Courses – minimum length

The minimum length of ‘stand alone’ Board Developed and Content Endorsed VET courses, including those delivered by TAFE, is 120 hours. Students who complete only 60 hours of a 120-hour VET Framework course or of a VET Content Endorsed Course will not be accredited for one ‘stand alone’ unit within their pattern(s) of study for Higher School Certificate eligibility. Such students will, however, receive recognition within the Australian Qualifications Framework for units of competency achieved. Schools delivering 120-hour VET Framework course or Content Endorsed Courses over two years must ensure that students are fully aware of these credentialing implications.

## M Correspondence Courses

### General

Should there be subjects you wish to study that Shearwater does not offer, correspondence courses are available through The Southern Cross School K – 12, Distance Education Centre, Ballina, and The Open High School, Sydney.

These course providers supply:

- A unit of work per week
- Assessment tasks
- Marked responses
- Trial exams

Subject supervisors are available for personal consultation by phone from school. Students will have a member of staff as a mentor for their distance education subjects. Often these will be able to assist with coursework.

Choose Your Correspondence Courses Carefully! To successfully complete these courses self-motivation and steady perseverance are required. You are largely on your own.

#### Correspondence Course Supervisor

April Galetti is the Course Supervisor for students studying by Correspondence. She ensures students receive their assignments, and return their assessments through the post. She acts as the Liaison Teacher with Southern Cross School of Distance Education and will help with administrative details. It is not her role to chase up students who are late or behind in submitting their work, but April will keep Class Guardians informed of the students' progress.

#### Fees

For those students studying by distance education, the School undertakes to subsidise 50% of the cost of their course. At present the full cost per subject, per year is \$800 for Preliminary and HSC study. The School Certificate Courses cost \$340. The School also purchases textbooks and recording equipment necessary for the completion of course work. These remain the property of the School, and must be returned upon completion of the course.

Parents or guardians of students enrolling for courses through Southern Cross Distance Education Centre or The Open High School, Sydney, are required to give an undertaking that, should their child discontinue the course, they will bear the full cost of the course, including the cost of textbooks.

All the HSC courses offered at Shearwater in 2006

M Course type / Unit Value / Duration / Contact Teacher / Aims and Objectives / Structure of the Course / Assessment: Components, Weightings and Tasks

#### BIOLOGY

Course type: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Greg Savage

Biology is the study of life... but "What is Life?" is a very broad question! In this course, the major theories about how life came to have its present face are examined. "Where did life come from?" is speculated about and "How Life changes its forms" is examined from a scientific point of view. Thus the physical world is found to be inseparable from what we regard as the living world.

Large ideas are brought to increase the understanding of smaller systems. Then, as it is the nature of humans to search for patterns amongst a vast collection of facts, microscopic and macroscopic generalities are sought to bring knowledge to a higher level of understanding as we establish the spectrum of life from microscopic forms to plants and animals and humans.

The units, which constitute the Year 11 course, include:

- 1) Studying Ecosystems
- 2) Pattern in Nature
- 3) Life on Earth
- 4) Evolution of Australian biota

For HSC we look at:

- 1) Manufacturing a balance
- 2) Blueprint of Life
- 3) Search for better health

Plus one option in between the following 5 choices:

- Communication
- Biotechnology
- Genetics: The code broken?
- The Human Story
- Biochemistry

Biology is a good course for those looking at careers in health, science, horticultural and environmental areas. It also provides a comprehensive grounding in scientific method.

## BUSINESS STUDIES

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Unit – 120 hours each year

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Corinne Hill

Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors of course but also as importers and exporters, people throughout the world engaged in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts that students will encounter in life. Conceptually, it offers focus areas and perspectives ranging from the planning of a

small business to the broader roles of management, finance, employment relations, marketing and the impact of our global business environment. Through the incorporation of contemporary business theories and practices the course provides rigour and depth and lays an excellent foundation for students either in further tertiary study or in future employment.

Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment. Students investigate business establishment and operations and utilize a range of business information to assess and evaluate business performance. The role of incentive, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

Business Studies makes a significant contribution to the ability to participate effectively in a business environment. Students completing this course will develop general and specific skills including research, analysis, problem solving, decision-making, critical thinking and communication. These will enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impacts on their lives.

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and business institutions and their ethical responsibilities to society. A significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and skills for life.

(Information taken from the NSW Board of Studies Stage 6 Business Studies Syllabus document, pp 9, 42 & 43.)

### *Business Studies Course Structure*

#### **Preliminary Course Structure**

(120 indicative hours)

The Preliminary course is based on a study of four compulsory topics and the completion of a Business Research Task. The Business Research Task is a project undertaken throughout the course to support course concepts.

#### Business Research Task

##### **Topic    Indicative hours    % of course time**

- |                               |    |    |
|-------------------------------|----|----|
| 1) Nature of Business         | 30 | 25 |
| 2) Key Business Functions     | 36 | 30 |
| 3) Establishing a Business    | 30 | 25 |
| 4) Developing a Business Plan | 24 | 20 |

The ordering of topics is not prescriptive and in practice may be influenced by students' needs, interests and access to case study and other resources.

### **HSC Course Structure**

(120 indicative hours)

The HSC course is based on a study of five compulsory topics.

The ordering of the topics is not prescriptive and in practice may be influenced by students' needs, interests and access to case study and other resources.

<b>Topic</b>	<b>Indicative hours</b>	<b>% of course time</b>
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1) Business Management and Change	24	20
2) Financial Planning and Management	24	20
3) Marketing	24	20
4) Employment Relations	24	20
5) Global Business	24	20

#### *Business Studies Assessment Components, Weightings and Tasks*

### **Preliminary Course**

The suggested components, weightings and tasks for the Preliminary Course are set out below.

<b>Component</b>	<b>Weighting</b>	<b>Tasks</b>
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Test type	40	Class tests and exams multiple-choice items, short answers, analyses of case studies, extended responses
Oral	10	Oral presentation
Business Research Task	30	This task may be either a Business Investigation of a small business) or a Small Business Plan
Stimulus-based skills	20	Tasks may include interpretation and analysis of stimulus material, case study analysis, excursion reports, group tasks

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Marks 100

### **HSC Course**

The internal assessment mark for Business Studies Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

## Component Weighting Tasks

Test type	50	Class tests and exams, which may include items such as multiple-choice, short response, structured essay, extended responses across one or more topic areas.
Case studies:	30	These tasks may include research and analysis interpretation, application reporting of aspects of case studies, fieldwork tasks and communication and reporting
Stimulus-based skills	20	These tasks may include interpretation of financial statements and scenarios, analysis of a marketing plan, investigation and analysis of an industrial dispute

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Marks 100

## DESIGN & TECHNOLOGY

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Greg Parkes

### *Aim*

Design and Technology is designed to develop students' confidence, competence and responsibility in Designing, Producing and Evaluating projects.

Design development and practical realisations are explored through a variety of design projects.

Past design projects have included model making, textiles and fashion design, wearable art, furniture, inventions, jewellery and consumer products.

### *Objectives*

Students will develop:

- knowledge and understanding of design theory and design processes in a range of contexts;
- knowledge and understanding and appreciation of the interrelationship of design, technology, society and environment;
- creativity and an understanding of innovation and entrepreneurial activity in a range of contexts;
- skills in the application of the design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities;

- skills in research, communication and management in design and production;
- knowledge and understanding of current and emerging technologies in a variety of settings.

### *Course Structure*

The Preliminary Course (120 hours) comprises design projects, which involve developing knowledge and skills in designing, producing and evaluating.

The HSC Course (120 hours) includes the development and realisation of a major design project and portfolio (60% of final assessment) as well as a case study of an innovation and associated design theory.

The design brief of each major project must be developed from designing and producing either a PRODUCT, SYSTEM or ENVIRONMENT, and are not materials specific. Students may use a range of skills and materials (timber, steel, textiles, and plastics) in order to realise (make real) their project.

## DRAMA

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: April Galetti

Drama is an art form that explores the world through enactment – employing creative speech formation, dance, mime and acting techniques. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting the past and its traditions, exploring, celebrating and challenging the present and imagining the future.

### *Assessment Components, Weightings and Tasks*

The Preliminary Course offers an introduction to drama: making, performing and actually studying drama, through improvisation, play building and acting, as well as through the manipulation of the elements of drama. The course also gives an overview of the History of Australian and International theatre practices.

The HSC Course has 4 components:

- Australian Contemporary Theatre (with a strong focus on Aboriginal Theatre)
- Studies in Drama and Theatre (involving a study of an influential theatre practitioner or movement, e.g. Absurdist Theatre, Bertoldt Brecht, Vsevelod Meyerhold, etc.)

- An Individual Project (either in Performance, Video drama, Scriptwriting, Performance Design or Critical Analysis)
- A Group Devised Project (A piece of theatre devised and performed by 3/6 students)

The marking is weighted 60% for practical work and 40% for theory.

In the two years of the course, the students will take part in field trips to see a series of relevant performances enhancing their understanding of theatre forms, styles and structures experientially. The students are also expected to see as much local theatre as possible. The cost of these outings is not covered by the Drama Course budget.

## ENGLISH – STANDARD

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 years (Preliminary and HSC)

TEACHERS: Susanna Carman (Year 11)  
Sandra Bain (Year 12)

English is a mandatory subject in all Shearwater programs and the Standard course is a required minimum in both Years 11 and 12 (but we also provide Advanced English as well Preliminary Extension, Extension I and Extension II, the latter two courses giving students the opportunity of creative literary expression).

The Preliminary Standard and HSC Standard English courses offer a significant challenge to students as they explore, analyse, respond, synthesise, create and navigate their way through a breadth and depth of material.

The courses require sensitivity to language and receptivity to the world of ideas, which ultimately will serve students in their own quest for an understanding of themselves and the world.

The written demands of the courses – the analysis, synthesis and structure they require – are quite challenging. However, there is relief in the variety of forms that this written work can take: script (radio/film), feature articles, essays, speeches, etc.

*The structure of the course*

Preliminary Standard English (Year 11)

The Preliminary Standard course is a pre-requisite for taking HSC Standard English in Year 12.

**Area of study:** *Freedom* (40% of Course Content)

Focus Area: Individual Choice

In common with the Preliminary Advanced English, this study is undertaken in the first term.

The area of study involves exploring the notion of freedom as a concept and as an ideal that has shaped consciousness and action throughout time. The particular focus, Individual Choice, is examined through various texts – film, magazine articles, poems, cartoons etc., along with texts of the students' own choice.

Our prescribed texts for the area of study are:

– *The Matrix*, directed by the Wachowski Brothers (film, 1998)

– a Stimulus Booklet:

- 1) *The Horse I Backed* by Leunig (cartoon)
- 2) *An Absolutely Ordinary Rainbow* by Les Murray (poem)
- 3) *The Ballad of William Sycamore* by Stephen Vincent Benet (poem)
- 4) *Cool Has a Short Shelf Life* by Pip Cummings (book review, 2003)
- 5) *That's No Joke, Jerry* by Stephanie Dowrick (article/exposition, 2003)

## **Modules (60% of course content)**

### *Module 1: Texts and Society*

This study is undertaken in the 2nd term of Year 11 and explores values, beliefs and attitudes that determine our decisions and direct our perceptions of the world, as well as our place in it.

### *Module 2: Close study of Text*

This study is undertaken in the 3rd term of Year 11. This Module requires students to analyse closely a text in order to understand the relationship between the ideas, form and language used.

### ***Assessment for Preliminary Standard English***

Students are required to do 4 assessment tasks throughout the year's work, 2 on the Area of Study and 1 on each of the Modules. They are also required to sit an examination at the end of Year 11. The final mark is calculated from the 4 assessment tasks and the exam.

### *The structure of the course*

#### HSC Standard English (Year 12)

### **Area of study: *Inner Journeys* (40% of Course Content)**

This study is undertaken in the first Term of Year 12.

The Area of Study involves studying the concept of the journey as a key to learning and understanding. Specifically, we focus on ways in which various people's inner journeys have resulted in increased awareness, and how those journeys have been represented in their respective texts.

A number of texts may be used in this study, including texts of the students' own choice – from films to poems to newspapers, magazines, novels, websites, cartoons,

and so on. But our Board of Studies prescribed texts are Louis Nowra's *Cosi* (drama), and the Stimulus Booklet *Journeys* (published by the BOS).

### **Modules (60% of course content)**

#### Module 1: *Experience through Language*

This study is undertaken in the remainder of the 2nd term of Year 12.

This Module develops students' awareness of language and helps them understand how our perception of and relationships with others and the world are shaped in written, spoken and visual language.

The elective "Image" explores the nature of images and the way they are used – the ways various kinds of images shape meaning and how aspects of the world are represented through image.

Prescribed Text: *The Truman Show*, directed by Peter Weir, 1999 (film)

#### Module 2: Close study of Text

This study is undertaken in the first half of the 3rd term of Year 12.

This Module requires the students to engage in detailed analysis of texts, to find out how the ideas, forms and language interact within the text and may affect those responding to it.

Prescribed Text: *We all fall down* by Robert Cormier (prose fiction)

#### Module 3: Texts and Society

This Module requires students to explore and analyse texts used in specific situations to communicate information, ideas, knowledge, attitudes and belief systems.

Prescribed Text: *The Simple Gift* by Steven Herrick (verse novel)

### **Assessment for HSC Standard English**

Students are required to do 5 internal assessment tasks, 2 on the Area of Study and 1 on each of the Modules. They are also required to sit an external examination at the end of Year 12. The final mark is calculated from both internal and external assessment.

ENGLISH – ADVANCED

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 units

DURATION: 2 years (Preliminary and HSC)

TEACHER: Gillian Rogers

“Words are to be taken seriously. I try to take seriously acts of language. Words set things in motion. I’ve seen them doing it. Words set up atmospheres, electrical fields, charges. I’ve felt them doing it. Words conjure. I try not to be careless about what I utter, write, sing. I’m careful about what I give voice to.” Toni Cade Bambara

“Words conjure”, as American writer Toni Cade Bambara says.

Yes. Words conjure, and they make up our thoughts, which in turn direct our actions. Hence the way we understand and use our language is enormously important in establishing our place in the complex scheme of things. And that’s why English is the only compulsory subject in the HSC.

Whereas the Standard Course provides students with the opportunity to “become confident and effective communicators and to enjoy the breadth and variety of English texts”, the Advanced Course provides for students “who have a particular interest and ability in the subject with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts”.

Indeed, what the new Advanced and Extension English HSC (instituted in 2001) requires of its students is much broader than in the past. In addition to a traditional “literary criticism” approach to the classics, it invites students to consider numerous types of texts – not only “literary” ones; to look at how various novelists, poets, playwrights, non-fiction writers, journalists, film and TV directors, etc. construct their meaning. What techniques do they use? And how do we, the audience, respond? Are we inspired? Uplifted? Entertained? Informed? Persuaded? Manipulated?

While this is analytical, demanding a certain logic of mind, it also opens doors to many levels of creativity in the work the students are required to compose and the essay is but one form among many the students work on.

They have 2 years in which to fine tune their abilities in composing a good number of other forms, including: transcripts of dialogues, feature articles, speeches, journals, TV and radio interviews, oral presentations, formal reports, letters, play scripts, poems and short stories.

In both composing and responding to various genres of writing and other less “traditional” media in ways that are analytical, interpretive and imaginative, students are encouraged to see “how deep the rabbit hole goes” when it comes to language use.

*The structure of the course*

Preliminary Advanced English (Year 11)

The Preliminary Advanced English course is a pre-requisite for taking HSC Advanced English in Year 12.

**Area of study:** *Freedom* (40% of Course Content)

Focus Area: Individual Choice

In common with the Standard English Preliminary course, this study is undertaken in the first term of Year 11.

The area of study involves exploring the notion of freedom as a concept and as an ideal that has shaped consciousness and action throughout time. The particular focus, Individual Choice, is examined through various texts – film, magazine articles, poems, cartoons etc., along with texts of the students' own choice.

Our prescribed texts for the area of study are:

– *The Matrix*, directed by the Wachowski Brothers (film, 1998)

– a Stimulus Booklet:

1) *The Horse I Backed* by Leunig (cartoon)

2) *An Absolutely Ordinary Rainbow* by Les Murray (poem)

3) *The Ballad of William Sycamore* by Stephen Vincent Benet (poem)

4) *Cool Has a Short Shelf Life* by Pip Cummings (book review, 2003)

5) *That's No Joke, Jerry* by Stephanie Dowrick (article/exposition, 2003)

## **Modules (60% of course content)**

### Module 1: Comparatives

This study is undertaken in the remainder of the second term of Year 11.

The mythic theme of the lone castaway's attempts to survive is studied here in two very different historical contexts: the 18th century and the 21st century.

Prescribed Texts:

*Robinson Crusoe* by Daniel Defoe (novel – prose fiction, 1719)

*Cast Away* directed by Robert Zemeckis (film, 2001)

### Module 2: Critical Study of Text

This study is undertaken in the third term of Year 11.

Prescribed Texts:

*A Winter's Tale* by William Shakespeare (drama)

Students undertake a close study of Shakespeare's play along with the initial reception and how this has changed over time.

## **Assessment for Preliminary Advanced English**

Students are required to do 4 assessment tasks throughout the year's work, 2 on the Area of Study and 1 on each of the Modules. They are also required to sit an examination at the end of Year 11. The final mark is calculated from the 4 assessment tasks and the exam.

*The structure of the course*

### HSC Advanced English (Year 12)

Please note that this Advanced HSC English course is a prerequisite for HSC Extension 1 and 2 English.

## **Area of study: Journeys (40% of Course Content)**

This study is undertaken in the first term of Year 12.

The Area of Study involves studying the concept of the journey as a key to learning and understanding. Specifically, we focus on ways in which various people's imagi-

native journeys have resulted in increased awareness, and how those journeys have been represented in their respective texts.

A number of texts may be used in this study, including texts of the students' own choice – from films to poems to newspapers, magazines, novels, websites, cartoons, and so on. But our Board of Studies prescribed texts are Shakespeare's *Tempest*, and the Stimulus Booklet *Journeys* (published by the BOS).

### **Modules (60% of course content)**

#### **Module 1: Comparative Texts and Contexts**

This study is undertaken in the second term of Year 12.

Here we look at how the historical context of 2 different composers relates to their work. Our elective is *In The Wild* – a study of humanity's changing relationship with the natural world. The 2 texts we are comparing (Board of Studies prescribed) are Aldous Huxley's 1932 novel *Brave New World* and director Ridley Scott's 1982 film *Blade Runner*.

#### **Module 2: Critical Study of Texts**

This study is undertaken at the commencement of the HSC syllabus.

Here we do a detailed study of the world's great speeches, and the various ways in which those has been understood by critics and commentators. Our elective is *Great Speeches*. We explore the distinctive qualities of each speech, the ways they reflect the speaker's concerns and use of rhetoric, and the values implied in the different readings of the speech over time.

#### **Module 3: Representation and Texts and Contexts**

This study is undertaken in the last half of the 3rd term and the early part of the 4th term of Year 12.

Here we look at the relationship between how something is represented in a text and the meaning conveyed. Our elective is the theme of *Telling the Truth* and our main text (Board of Studies prescribed) is the poetry of Ted Hughes.

In addition, students choose a number of related texts from other genres to include in this study.

### **Assessment for HSC Advanced English**

Students are required to do 5 internal assessment tasks, 2 on the Area of Study and 1 on each of the Modules. They are also required to sit an external examination at the end of Year 12. The final mark is calculated from both internal and external assessment.

ENGLISH – PRELIMINARY EXTENSION I

COURSE TYPE: Board Developed Course

UNIT VALUE: 1 unit

DURATION: 3 terms (Year 11)

TEACHER: Gillian Rogers

Students who are accomplished in their use of English and are taking Preliminary Advanced English, in particular those who may be thinking about careers for which skilled use of English is essential, such as journalism, other communications media, teaching, etc., may elect to take Preliminary Extension English, in preparation for gaining 1 or 2 more units of English in the HSC (see Year 12 notes). The Preliminary Extension course is a pre-requisite to taking Extension 1 and Extension 2 HSC English in Year 12.

*Texts, Culture and Value*

Module 1: Conrad and Coppola

In the first term we explore the idea of appropriation – how certain themes and ideas appear and re-appear in texts. The focus is on similarities and differences in how ideas are represented, and the variation in culture and values these links suggest. Particular reference is made to our 2 main texts: Joseph Conrad's *Heart of Darkness*, and Francis Ford Coppola's *Apocalypse Now*.

Module 2: Speculative Fiction: *The years of Rice and Salt*

This module continues to explore the links between texts, culture and values but now through the lens of Kim Stanley Robinson's sprawling alternative history, which commences with the proposition that the Black Death has wiped out almost the entire European population.

Assessment for Preliminary Extension I

Students are required to do 3 assessment tasks throughout the year's work. They are also required to sit an examination at the end of Year 11. The final mark is calculated from the 3 assessment tasks and the exam.

ENGLISH – EXTENSION 1 HSC

COURSE TYPE: Board Developed Course

UNIT VALUE: 1 unit

DURATION: 1 year (Year 12)

TEACHER: Gillian Rogers

Students who are accomplished in their use of English and are taking Advanced HSC English, in particular those who may be thinking about careers for which skilled use of English is essential, such as journalism, other communications media, teaching, etc., may elect to take Extension 1 English, gaining 3 units of English. The HSC Extension 1 course is a prerequisite for the Extension 2 course.

#### Module 1: Genre – Elective: *Speculative Fiction*

This study requires students to question definitions and concepts inherent in the notion of Genre. The elective to be studied in this module is “speculative fiction”. So their focus is on the specific history and development of a genre, which encompasses science fiction, fantasy and horror.

The texts prescribed for this module are Margaret Atwood’s *Handmaids Tale*, Frank Herbert’s *Dune* and Peter Jackson’s film *The Fellowship of the Ring*.

#### Assessment for HSC English Extension I

Students are required to do 3 internal assessment tasks. They are also required to sit an external examination at the end of Year 12. The final mark is calculated from both internal and external assessment.

### ENGLISH – EXTENSION 2 HSC

COURSE TYPE: Board Developed Course

UNIT VALUE: 1 unit

DURATION: 1 year (Year 12)

TEACHER: Gillian Rogers

Students taking Extension 1 English may also elect to take Extension 2 English, gaining 4 units of English.

Extension 2 requires students to compose an original Major Work. This is a substantial piece of work that may be imaginative, analytical, interpretive or investigative – or it may be a combination. It must in one of the following media:

Print: Short story(ies); Poem(s); Critical Response(s); Script (Radio, TV, Play or Film)

Sound: Speech(es); Radio Drama; Performance Poetry

Visual: Video, Film

Multimedia: CD Rom; Website

#### *Assessment for HSC English Extension II*

The Extension 2 Major Work is NOT just a pet project. Students work independently, but they must record their own learning process in a Journal as they go. They undertake 3 internal assessment tasks during that process, and submit a final Reflection Statement along with the Major Work at the end of Year 12. The Reflection Statement and the Major Work are then submitted to the Board of Studies. So the Major Work is assessed both internally as a process, and externally (by the Board of Studies) as a product.

## ENTERTAINMENT INDUSTRY

COURSE TYPE: Vocational Education and Training (VET) Category 'B' Course  
Australian Quality Training Framework (AQTF)

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHERS: Joshua Rushton

The Entertainment Industry Course offers students the opportunity to gain both specific industry qualifications and a UAI.

On successful completion of the course, students will have received the necessary technical and practical skills required in the co-ordination and production of entertainment events.

The AQF Entertainment III – Event Management qualification allows graduates to enter areas of Entertainment Management and Production without the need for additional qualifications. They will have acquired a range of technical, personal and interpersonal skills valued both within and beyond the entertainment industry workplace.

The Entertainment Industry covers a wide range of occupations including front of house, set and props manufacture, lighting and sound operations, audiovisual, costume, makeup, scenic art, staging and stage management. Employment opportunities exist in areas such as media producers, artistic and stage directors, media presenters and performing arts support workers.

This course will appeal to students who enjoy working in groups, with individual responsibility for set tasks.

### Course Structure and requirements

This course consists of nine core units of competency plus nineteen possible elective units.

Students must attempt all nine core units of competency plus elective units to total 240 indicative hours – Preliminary (120 hours) / HSC (120 hours). Students must also complete a minimum of 70 hours of work placement.

*Core Units*

**Unit code Unit Title Indicative Hours  
for HSC Unit Credit**

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CUEIND1A Apply organisation  
and industry knowledge 30

CUECOR2A Work with others 20

THHCOR03A Follow health, safety  
and security procedures 10

THHGHS03A Provide first aid 20

CUETGE1A Undertake simple lighting/sound  
audiovisual activities 30

CUETGE2A Assist with Staging 20

CUECLE1A Undertake general  
administrative duties 15

CUECLE2A Use information technology 20

TRHHCOR02A Work in a socially diverse environment 5

\*Note: Units of competency shown in the above table are mandated as core units by the Entertainment Industry Training Package.

*Elective Units taught at Shearwater*

**Unit Code Unit Title Indicative Hours  
for HSC Unit Credit**

---

CUETGE3A Bump in the show 25

CUETGE4A Bump out the show 20

CUETGE10A Perform routine manual metal arc  
welding and/or gas metal arc welding 40

---

Front of House Units

CUEFOH1A Respond positively to patrons 15

CUEFOH5A Provide security services 20

---

Music Units

CUSSOU01A Move and set up instruments  
and equipment 10

CUSSOU04A Record sound 25

The courses within the Entertainment Industry Curriculum Framework are competency-based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

Achievement of elements of competency and units of competency are progressively recorded in the student's competency record.

## GEOGRAPHY

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHERS: Corinne Hill

Geography is an investigation of the world, which provides an accurate description, and interpretation of the varied character of the Earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions that take place in our world.

Geography has many dimensions, two of which are emphasised in this syllabus:

- the ecological dimension considers how humans interact with environments
- the spatial dimension focuses on where things are, why they are there and how people interact differently with environments in different places.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

In this syllabus the term environment describes the 'total surroundings'. It includes biophysical interactions as well as people in their cultural, social, political and economic contexts. Geographers explore the spatial dimensions of environments examining linkages, flows, associations and patterns. Perceptions of the environment are also influenced by personal experience and information gained from the media and other information technology. These perceptions influence the way people interact with their surroundings affecting our use of resources, environmental management and our attitudes towards sustainability.

Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study the subject of Geography.

- By definition, Geography provides knowledge of the Earth and helps people to plan and make decisions about the spatial dimensions of the world.
- Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet

- With a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world.
- Students of Geography develop skills and understandings transferable and applicable to the world of work.

### *Course Structure*

The Geography Stage 6 Syllabus consists of a Preliminary course (120 indicative hours) and a HSC course (120 indicative hours).

The Preliminary course consists of:

- Biophysical Interactions (45% of course time – 54 hours)
- Global Challenges (45% of course time – 54 hours)
- Senior Geography Project (10% of course time – 12 hours)

The HSC course consists of:

- Ecosystems at Risk (33.3% of course time – 40 hours)
- Urban Places (33.3% of course time – 40 hours)
- People and Economic Activity (33.3% of course time – 40 hours)

### *Assessment Components, Weightings and Tasks*

#### Preliminary Course

#### **Suggested Component Suggested Weighting Suggested Tasks**

---

Geographical research	30	SGP, interviews, surveys or written reports of the framework and processes, bibliographic summaries, testing research methodologies
Interpretation and synthesis of geographical stimulus	20	multiple-choice skills test, short answer response items such as comprehension exercises, graph analysis, photograph interpretation, oral presentations
Geographical writing	20	video report, matching exercises, letter writing written reports, discussions, explanations and expositions, extended response
Fieldwork	30	writing a questionnaire, data analysis, field observations, pre- and post-fieldwork activities

---

Marks 100

There should be a balance between the assessment of

- knowledge and understanding outcomes, and course content, and
- skills outcomes and course content.

## HSC Course

The internal assessment mark for Geography Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

### **Component Weighting Suggested Tasks**

Geographical research	20	evaluation of the research framework and processes, independent research project
Interpretation and stimulus	30	multiple-choice skills test, short answer synthesis of geographical response items such as comprehension exercises, graph analysis, photograph and cartographic interpretation
Geographical writing	40	video report, matching exercises, letter writing, written reports, discussions, explanations and expositions, extended response, structured essays, stimulus-based response
Fieldwork	10	writing a questionnaire, data analysis, field observations, pre- and post-fieldwork activities

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Marks 100

(Information taken from the NSW Board of Studies Stage 6 Geography Syllabus document, pp 5, 8 & 36.)

### HISTORY – MODERN HISTORY

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Konrad Korobacz

“History is an inquiry into past human experience that helps make the present more intelligible. It is a key discipline through which students approach the world of words and ideas, the world of intelligent and literate discourse about the great issues that

affect the common fate of humanity. History has been described as a contested dialogue between past and present, where the concerns of the present illuminate a consideration of the past, while the experiences of the past contribute to an understanding of the present. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations of the nineteenth and twentieth centuries that have made their world what it is. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Furthermore, Modern History Stage 6 is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.”

From *Rationale for Modern History*, Board of Studies Modern History Syllabus.

## *Syllabus*

### YEAR 11 Preliminary Course (120 indicative hours)

#### **Part I: Depth Studies 80%**

Students will undertake AT LEAST THREE in-depth studies from the lists below.

Students should study AT LEAST ONE from List A and ONE from List B also AT LEAST ONE depth study should be a PRE-TWENTIETH CENTURY study.

#### List A      List B

1. The Trans-Atlantic slave trade.
2. The Reign of Terror in France 1792-95.
3. The social consequences of industrialisation in Britain in the early nineteenth century.
4. The decline and fall of the Romanov dynasty.
5. Yankees and Confederates in the American states in the mid-nineteenth century.
6. Bismarck and the unification of the German states
7. The Paris Commune 1871
8. Emmeline Pankhurst and the Suffragette Movement
1. The Indian Mutiny 1857
2. The Meiji Restoration: nature and impact
3. The Boxer Rebellion in China
4. The making of modern South Africa 1890-1910
5. The Netherlands East Indies in the early twentieth century
6. The creation of Israel 1945-48
7. Decolonisation in Indochina 1945-1954
8. Nuclear testing in the Pacific
9. The Cuban Revolution and its

9. The 1916 Easter Rebellion in Ireland impact in Latin America and its consequences 10. Allende, Pinochet and the  
 10. Bodyline bowling and the 1932-3 1973 military coup in Chile Anglo-Australian test series 11. Ayatollah Khomeini and  
 11. The failure of the League of Nations Muslim Fundamentalism  
 12. The Civil Rights Movement in the 12. Aung San Suu Kyi and the USA in the 1950s and 1960s. pro-democracy movement in  
 Burma  
 13. The struggle for Indigenous rights in 13. Tibet's fight for survival in Canada in the late twentieth century the modern world  
 14. Post-Communist Russia 14. The Chinese Government and  
 15. One other nineteenth century European, Tiananmen Square  
 16. North American or Australian study  
 OR OR

One topic developed from a European, One topic developed from an  
 North American or Australian HSC Asian, African or Central/South  
 Study but NOT attempted for the HSC American: an HSC study but NOT  
 attempted for the HSC

## **Part II: Core Study 20%**

*The world at the beginning of the XXth century*

YEAR 12 HSC Course (120 indicative hours)

### **Part I: Core Study 30%**

*1914-1921 - World War I and its aftermath*

### **Part II: National Studies 40%**

Choose ONE from:

- A. USA 1898 – 1941
- B. Japan 1904 – 1941
- C. China 1911 – 1949
- D. Russia/Soviet Union 1917 – 1945
- E. Germany 1918 – 1945
- F. India 1919 – 1947
- G. Australia in the world 1946 – 1996
- H. Indonesia 1950 – 1998

### **Part III: International Studies In Peace and Conflict 30%**

Integrating a study of ONE individual listed in the National Study

- A. The Pacific War 1937 – 1951
- B. Cold War 1945 – 1991

- C. The United Nations as Peacekeeper 1946 – 1999
- D. Conflict in South Africa 1947-1994
- E. Arab-Israel conflict 1948-1996
- F. Conflict in Indochina 1954-1979
- G. Anglo-Irish relations 1968-1998

## INDUSTRIAL TECHNOLOGY

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Greg Parkes

### *Aim*

Industrial Technology provides a practical industry related subject where students can learn about specific career or interest orientated content. This is carried out in a range of practical projects, both individual and group, which allow students to engage in work related to a specific industry or focus area.

Students are to choose only one focus area. The same area is to be studied in both the Preliminary and HSC courses.

The focus areas that may be offered at Shearwater are:

- Building and Construction, which involves learning about building principles and materials, regulations utilities, services and tools, processes and machinery and equipment used in the construction industry.
- Multimedia Industries (dubbed The Mariachi Film Course) which focuses strongly on the use of professional software and digital filmmaking techniques giving the students all the relevant skills needed for professional digital film production.
- Timber Products and Furniture, which involves learning about timber and timber products, fittings, allied materials, tools processes and machinery associated with that industry. It encompasses aspects of the cabinet making and furniture construction trades with an emphasis of high quality production.

### *Objectives*

Students will develop:

- 1) Knowledge and understanding of the specific industry and of the manufacturing processes and techniques used by that industry.
- 2) Knowledge and understanding of safe, cooperative work practices and of the need to establish a safe and cooperative work environment.
- 3) Competence in designing, managing and communicating within a relevant industry context.
- 4) Knowledge and skills in producing quality products.

5) Knowledge and skills in communication and information processing related to the industry.

6) An appreciation of product quality and the principles of quality control.

7) An appreciation of the relationships between technology, the individual, society and the environment.

### *Course Structure*

The Preliminary Course (120 indicative hours) consists of a project work and an industry study that provide a broad range of skills and knowledge related to the focus area chosen and an introduction to industrial processes and practices.

The HSC Course (120 indicative hours) includes the development of a major project and portfolio (60% of final assessment) and an associated industry study.

Courses are arranged around four sections:

- Industry study
- Design and management
- Workplace communication
- Industry-specific content and production

### LEGAL STUDIES

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Corinne Hill

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. This is achieved through a review of selected legal rules, institutions and processes at the domestic and international level, a demystification of terminology and a focus on change, effectiveness, dispute resolution and justice.

Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and provides them with a better appreciation and understanding of the relationship between social and legal structures in society. The subject offers excellent preparation for life skills through an understanding of the legal system, its principles, structures, institutions and processes. Legal Studies further fosters a respect for cultural diversity and promotes tolerance. It allows students to question and evaluate the legal and democratic institutional structures within the domestic and international environment and to undertake a comparative analysis of other political and institutional structures.

Legal Studies provides a flexible learning structure. It allows students to acquire skills in analysis, independent research and helps them to develop coherent arguments. All of these prepare students for further education, training and employment. It allows for future full and active participation as citizens by encouraging diverse opinions, open rational debate, respect for persons, equality before the law and involvement in democratic processes and structures.

From Rationale, Legal Studies, Stage 6, BOS Syllabus

### *Course Structure*

General Themes:

Justice, law and society    Continuity and change

Culture, values and ethics    Legal processes and institutions

Conflict and cooperation    Effectiveness of the legal system

Preliminary course (120 indicative hours)

### **Part I – The Legal System (40% of course time)**

Topics:

1. Basic legal notions
2. Sources of law:
  - 2.1 Aboriginal and Torres Strait Islander customary law
  - 2.2 Contemporary Australian law
  - 2.3 International law
3. The constitutional system in Australia
4. The operation of the legal system

### **Part II – The Individual and the State (20% of course time)**

Topics:

5. Power and authority
6. Legal controls on State power
7. Duties
8. Rights

### **Part III – The Law in Focus (40% of course time)**

Application of Part III as the dynamic context for the study of Parts I and II in the following common areas:

- Status under the law
- Mechanisms for achieving justice
- Responsiveness of the legal system

to TWO focus groups chosen from:

- 1) Aboriginal and Torres Strait Islander peoples
- 2) People who have a mental illness or intellectual or physical disability
- 3) Migrants
- 4) People who are socio-economically disadvantaged
- 5) Women

6) Members of other groups covered by human rights legislation, including anti-discrimination legislation

HSC course (120 indicative hours)

**Part I – Law and Society (25% of course time)**

Topics:

1. Law and justice
2. Human rights

**Parts II and III – Focus Studies Framework**

Study of the operation of the legal system through the application of the following common areas:

- Key legal concepts and features of the legal system
- Legal issues and remedies
- Morality, ethics and commitment to the law
- Effectiveness of the law
- Law reform

**Part II – Focus Study: Crime (25% of course time)**

Application of the focus studies framework to Crime

**Part III – Additional Focus Studies (50% of course time)**

Application of the focus studies framework to TWO focus studies chosen from:

- 1) Consumers
- 2) Family
- 3) Global environment
- 4) Indigenous peoples
- 5) Shelter
- 6) Technological change
- 7) Workplace
- 8) World order

*Assessment Components, Weightings and Tasks*

Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are set out below.

**Component Weighting**

The Legal System 40  
The Individual and the State 20  
Law in Focus 40  
Marks 100

**Tasks representation (in %)**

- Examination/Class Tests 50
- Research 30
- Oral 10
- Group Work 10

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content and
- skills outcomes and course content.

### HSC Course

The internal assessment mark for Legal Studies Stage 6 is to be based on the HSC course only.

#### **Component Weighting**

Law and Society 25

Crime 25

Additional Focus Studies 50

Marks 100

#### **Tasks representation (in %)**

– Examination/Class Tests 50

– Research 40

– Oral 10

COURSE TYPE: Board Endorsed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Gerard Braithwaite

### *Aim*

The Aim of Marine Studies Stage 6 is to develop in each student a capacity to think critically about key issues relating to the marine environment, to utilize and protect the resources it offers, and to develop the skills needed in order to participate safely in a wide range of practical experiences.

### *Objectives*

Through the study of Marine Studies students will develop:

- knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment.
- an ability to cooperatively manage activities and communicate in a marine context.
- an ability to apply the skills of critical thinking, research and analysis.
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits.
- knowledge, understanding and skills of safe practice in the marine context.

### *The course structure*

The Marine Studies Course consists of 5 core Units totalling approximately 30 hours and a large number of optional modules, of which 7 are chosen. (All modules are listed on the following page.)

The choice of modules can be tailored to meet the needs and interests of the individual students. Many of these modules also enable the students to gain an external qualification, e.g. St. Johns First Aid Certificate, Advanced Diving Certificate, Dive master Certificate.

60% of the Assessment in Marine Studies is based on the practical components. This course is ideally suited to any student who has an interest in the ocean and the myriad activities based around it.

There will be several field trips during the course, which may incur an extra cost. There will also be an extra cost where students wish to participate in expensive external qualifications, especially those based on diving.

### *Syllabus: Core and Optional Modules*

#### **Core    Optional Modules    Hours**

1. Resuscitation Certificate    15
2. First Aid Certificate    15
3. Dangerous Marine Creatures    30

1. Marine Safety and First Aid (6 Hours)    30
4. Estuarine Studies    30
5. Coastal Studies    30
6. Coral Reef Ecology    30
7. Oceanography    15/30
8. Local Area Study    15
9. Sea Birds of Our Coast    15

2. The Marine Environment (6 Hours)    30
10. Commercial and Recreational Fishing    30
11. Aquaculture    15/30
12. Marine Resource Management    15
13. Marine Aquarium    15/30
14. Anatomy & Physiology of Marine Organisms    15/30
15. Seafood Handling and Processing    30

3. Life in the Sea (6 Hours)    30
16. Skin Diving and Diving Science    30
17. Marine engineering    30
18. Marine Archaeology    30
19. Boating and Seamanship    30
20. Marine Craft Construction & Repair    30

4. Humans in Water (6 hours)    15/30
21. Pilotage and Navigation    30
22. Marine Communication    30

23. Wind Powered Craft 30

5. Marine and Maritime Employment (6 Hours) 24. Personal Interest project 30

Mathematics are offered in two courses: Mathematics and Mathematics – General. Students are encouraged to read carefully the two options and select the appropriate course to keep their tertiary options open. (Gerard and Alan can also advise you as to what level you should study.)

### MATHEMATICS – GENERAL

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 years (Preliminary & H.S.C.)

CONTACT TEACHER: Gerard Braithwaite

Mathematics – General is designed to promote the development of skills, knowledge and understanding in areas of mathematics that have direct application in a broad range of human activity. Students will learn to use a range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations. The course content comes from five areas: Financial Mathematics, Data Analysis, Measurement, Probability and Algebraic Modelling.

The General Mathematics course provides an appropriate mathematical background for students who wish to enter occupations, which require the use of basic mathematical and statistical techniques. The course provides a strong foundation for vocational training studies and for university courses in the areas of business, the humanities, nursing and paramedical sciences.

The General Mathematics course supports the other Stage 6 mathematics course by catering for the wide variations in students' mathematical competence at the conclusion of Year 10.

### MATHEMATICS

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: Years 11 and 12 (Preliminary and HSC)

CONTACT TEACHER: Gerard Braithwaite

This 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 2 Unit course is intended to give these students an understanding of and competence in some further aspects of mathematics, which are applicable to the real world.

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 life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical sciences, computer science or engineering should undertake the 3 or 4 unit courses.

### MATHEMATIC EXTENSION 1

COURSE TYPE: Board Developed Course

UNIT VALUE: 1 Unit

DURATION: 2 years (Preliminary and HSC)

CONTACT TEACHER: John Bushelle

The content of this course and its depth of treatment indicates that 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.

This Extension 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. Although the Extension 1 course is sufficient for these purposes, it is recommended that students of outstanding mathematical ability should consider undertaking the Extension 2 course (Year 12 only).

### MUSIC I

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Ken Naughton

The purpose of Music I is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings beyond school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music. It accommodates the widely differing needs and abilities of students, ranging from the broadly based to the desire to specialise, by allowing flexibility in the topic choice and areas of study.

In Music I, 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.

### *Structure of the Course*

Preliminary (120 hours) and HSC (120 hours)

#### 1) THE CONCEPTS OF MUSIC

Through listening, writing and discussing, students will develop the concepts of:

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

#### 2) THE FOUR LEARNING EXPERIENCES

**Performance** practical music making Solo, ensembles, various styles and periods, performing compositions, arrangements, and improvisations

**Composition** Organization of sound/ Experimenting, improvising, arranging, assembling musical ideas, structuring, notating, using technology

**Musicology** Investigate and study Analysing, collecting information, styles and genres investigating cultural contexts,

identifying musical aspects

**Aural** Written responses Concepts of: layers of sound, structure, discerning how sounds tone colour, pitch, duration, expressive are used in listening to techniques, unity and contrast,

examples of music technology

### 3) CONTEXTS

The above Four Learning Experiences are applied to the CONTEXTS.

Three of these Contexts are chosen for Preliminary study. Three are chosen for HSC study.

An instrument and its repertoire Australian music Baroque music

Music for radio, film, television & multimedia Jazz Medieval music

Music of a culture (Preliminary course) Rock music Music and religion

Music of a culture (HSC course) Theatre music Music in education

Technology and its influence on music Renaissance music Music of the 18th C

Music of the 20th & 21st centuries Popular music Music of the 19th C

Methods of notating music Music and the related arts

Music for large ensembles Music for small ensembles

### *Assessment Components, Weightings and Tasks*

#### PRELIMINARY Year – Internal Assessment

The weightings may vary slightly depending on candidature eg. Performance may be given more weighting. This would be implemented at the beginning of the course.

#### **Component Weightings %**

Performance 25

Composition 25

Musicology 25

Aural 25

Total 100

#### HSC Year

There are two kinds of assessment in the HSC year.

1. Internal school based assessment.

2. An external examination at the end of the course.

#### **1. Internal Assessment**

The Internal Assessment will consist of FOUR assessment tasks depending on the individual selection of electives. Some components will be combined into a single Assessment Task.

#### **Component Weightings %**

Performance Core 10  
Composition Core 10  
Musicology Core 10  
Aural Core 25  
\*Elective 1 (one task) 15  
\*Elective 2 (one task) 15  
\*Elective 3 (one task) 15  
Total 100

\*Examples of combinations of 3 Electives: Performance/Performance/Performance,  
Composition/Musicology/ Composition, Musicology/Musicology/Performance

## 2. External Examination

### Marks

**Practical Examination – Core 10** All candidates will perform ONE piece on an instrument of their choice or voice. The piece

may be a solo or an ensemble item.

**Written Examination – Core 30** The examination will consist of FOUR questions. Each question may consist of several parts. The questions will relate to recorded musical excerpts broadly reflecting the range of topics offered for study.

**Electives 60** Electives available for the examination are Performance, Composition and Musicology.

Each elective has a mark value of 20.

Candidates may choose any combination of electives to the mark value of 60.

**TOTAL 100**

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (P.D.H.P.E.)

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Gabrielle Mangleson

### Objectives

This course aims to promote intellectual, social, emotional and spiritual development. It sets out to promote and create active, healthy lifestyles. A scientific basis is sought to justify our choices while we examine our values.

The syllabus looks at movement in depth and analyses physical activity in its many dimensions. Anatomy, physiology, biomechanics and skill acquisition are examined.

Areas, which may be covered in depth, include recreational movement, fitness, paramedicine, health services, first aid, performance enhancement, and outdoor education.

While superficially this course would seem oriented to the sports lover, it is much broader in approach to encompass the movement of the human being in the physical plane. The direction of public policy is looked at in depth.

This is a course for those looking at careers in sports, health and movement as well as being a penetrating examination of lifestyle and health choices.

While it is untrue to say that this course is spent playing sport, the theoretical side is balanced by practical and fieldwork in an attempt to make the practical “live”.

### PHILOSOPHY – General

*“The Individual and the Global Community”*

COURSE TYPE: Board Endorsed Course

UNIT VALUE: 2 Units

DURATION: 2 years (Preliminary / HSC)

CONTACT TEACHER: Gerard Braithwaite / Konrad Korobacz

This course has been designed by Shearwater to meet the needs of completing our Steiner School Learning Program. Committed to offering HSC courses, our Steiner Program would however have been compromised without this course, which takes a holistic approach to the challenge of finding one’s way into the world in the 21st Century.

The course has a philosophic focus promoting individual understanding of what it means to be a human being, humanity in its great diversity and its relationship to the global environment – the world around us, its many cultures, and the challenge of scientific / technological discoveries to morality.

It Aims:

- to develop opportunities for students to find meaning in their studies and in themselves in relation to the world around them;
- to integrate holistic, across the curriculum approaches to learning incorporating the traditional disciplines;
- in employing this unified approach, to build a knowledge and understanding of world evolution; – through the instrument of clear thinking, to assist students estab-

lish human values, ethics and a morality in relation to the natural world and its social environment.

All Year 11 students study the course (alternatively unit A or B will be completed by them depending on years) and it is a popular course of choice for Year 12 students (who then complete the unit not taught the previous year). The course is composed of 18 modules (9 modules in each year), each module related to the others. The Preliminary Year is self-contained, with the HSC modules designed as an expanded extension. This approach has been designed to provide a panoramic background of regional and world events whereby the students are able to understand with greater relevance and balance the more intensive and specialised subjects studied as part of their HSC course. It also exposes students who have chosen specialised pathways to participate in areas of learning they would otherwise not be able to directly and immediately cover.

## UNIT A

### **Module Titles      Hours**

1. Human Evolution & Civilisation Pt.1    15
2. Human Evolution & Civilisation Pt.2    15
3. The Flight of the Shearwater    15
4. Sacred Geometry    15
5. In Search of an Australian Identity (Film)    15
6. The Responsibilities of Freedom    15
7. Spirituality and World Religions    15
8. History of Mathematical Thinking    15
9. Science & Mathematics in the Modern World    15

## ASSESSMENT

### **Component      Weighting %**

Knowledge & Understanding    60%

Skills    40%

Each module will require the completion of assessment tasks and tests.

## UNIT B

### **Core Modules      Hours**

1. Vision, Loss & Redemption in Contemporary Cinema    15
2. Australian Literature & Cultural Identity    15
3. Globalisation & its Impact on Everyday Life    15
4. Asia in Transition    15
5. The Contraction of Science    15
6. Morality, Human Action, Society & the Law    15
7. Projective Geometry    15

8. The Philosophy of Freedom 15  
9. In Search of an Australian Identity 2 (The Visual Arts) 15

#### ASSESSMENT

<b>Component</b>	<b>Weighting %</b>
Knowledge & Understanding	60%
Skills	40%

Photography, Video & Digital Imaging

COURSE TYPE: Content Endorsed Course

UNIT VALUE: 1 unit (Preliminary only), 2 units (Preliminary & HSC)

CONTACT TEACHERS: John Bushelle, Tony Vandendriest

This course offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate one or more of these fields and to develop understanding and skills that contribute to an informed critical practice. Central to this are the development of creative action, reflection and the exercise of judgement. Photography, Video and Digital Imaging also offers opportunities for students to investigate the huge role these fields take in the contemporary world whether in the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have adapted and evolved over the XXth century.

Traditionally accepted boundaries of photography are changing as a consequence of the widespread use of digital technologies. Photography as a medium in everyday lives, and as a fine art form, has been understood as documentary, reproductive and world-bound in character. In the public imagination it often continues to be understood in these terms. Increasingly, however, advanced digital technologies and the digital image seek not only to represent aspects of reality, but also to simulate the real in worlds of virtual reality and the hyper-real. Today, images can be manipulated, transformed, captured, stored and managed in ways that are unprecedented. The pervasive influence of digital imaging leads some people to conclude that technique has no longer to do with the ability to manipulate material (as in the case of more traditional forms of photography) but with the ability to manipulate the technology itself.

The subject content in this course addresses traditional aspects of the field of wet photography and offers students opportunities to explore more contemporary developments in this field and in the fields of video and digital imaging (still and moving). (The term 'wet photography' is used to distinguish more conventional practices in

photography – which involve the manipulation of photographic papers and chemicals. This is sometimes also referred to as analogue photography in contrast to digital imaging and practices.) Photography, Video and Digital Imaging offers opportunities to consider how the use of particular technologies associated with wet and digital applications either limit, or open up possibilities for the artist, photographer, video artist, filmmaker and designer.

Critical and historical investigations of the work (the photograph and/or digital image), the artist/photographer/filmmaker/designer, and the audience and world are considered within different frameworks of meaning and value. New digital technologies have had a significant effect on the materiality of art (including the photograph) and the ways in which the world is interpreted. Rather than have a material form, the image might exist in environments of virtual space and virtual reality. Digital technologies have also extended the ways in which audiences may encounter exhibitions as virtual exhibitions and have opened up possibilities for new audiences as they engage and interact with works in real time and non-linear time.

Students of Photography, Video and Digital Imaging are encouraged to immerse themselves in the ever changing world of visual imagery represented by these 3 areas, to develop their skills of critical appraisal and creative thought and also to understand and gain proficiency in the use of the tools and techniques used to create and manipulate images, including both traditional and digital technologies.

### *Photography, Video and Digital Imaging Modules*

#### **Wet Photography -Any of the following modules:**

- WP1: Introduction to Practice in Wet Photography
- WP2: Developing a Point of View
- WP3: Traditions, Conventions, Styles and Genres
- WP4: Manipulated Forms
- WP5: The Arranged Image
- WP6: Temporal Accounts

#### **Digital Imaging -Any of the following modules:**

- DI1: Introduction to Practice in Digital Imaging
- DI2: Developing a Point of View
- DI3: Traditions, Conventions, Styles and Genre
- DI4: Manipulated Forms
- DI5: The Arranged Image
- DI6: Temporal Accounts

#### **Video -Any of the following modules:**

- V1: Introduction to Practice in Video
- V2: Developing a Point of View
- V3: Traditions, Conventions, Styles and Genres
- V4: Manipulated Forms
- V5: The Arranged Image

## V6: Temporal Accounts

**General Module:** Individual/collaborative project

**Mandatory Module:** Occupational Health and Safety

Students enrol in Photography, Video and Digital Imaging in the Preliminary Year and/or HSC year with a range of understanding, skills and experience. Students may have studied photography and/or video and/or digital imaging as forms in Visual Arts in Stages 4 and 5. They may have undertaken a school-based course in Photography in Stage 5 that may have been offered as a 100 or 200-hour course. Students may have undertaken a Photography option in the current Stages 4 and 5 Technics course. They may have done work in these fields in the Preliminary Year of the Visual Arts course and had some experience of video in drama and dance.

In addition to school-based curriculum opportunities, students may have had a still or video camera and/or explored digital animation because of a personal interest. Some may have belonged to the photography club in the School or local area.

Others may have never used a still or moving camera. However, these students and those who have done related courses will recognise the potential for developing a point of view and interpreting the world by using the techniques and technologies of photography, video and digital imaging in exploratory, creative and innovative ways.

The course structure allows for modules to be selected in a way that acknowledges and builds on students' knowledge, understanding and skills and provides for further and more in-depth study in one or more of these fields.

The study of Photography, Video and Digital Imaging will support students in developing a commitment to and capacity for lifelong learning in one or more of these fields. This may lead to further post-school study at university or TAFE, or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences in areas of personal interest.

### PHYSICS

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHERS: Greg Savage

The study of physics involves the students working individually and with others in active, practical, field and interactive media experiences that are related to the theo-

retical concepts considered in the course. It is expected that students studying Physics Stage 6 will apply investigative and problem-solving skills, effectively communicate the theoretical concepts considered in the course and appreciate the contribution that a study of physics makes to our understanding of the world.

The Physics Stage 6 course is designed for those students who have a substantial achievement level based on the Science Stages 4-5 course performance descriptors. The subject matter of the Physics course recognises the different needs and interests of students by providing a structure that builds upon the foundations laid in Stage 5 yet recognises that students entering Stage 6 have a wide range of abilities, circumstances and expectations.

#### Preliminary Course (120 Indicative hours)

The Preliminary course incorporates the study of:

- The World Communicates (30 indicative hours)
- Electrical Energy in the Home (30 indicative hours)
- Moving About (30 indicative hours)
- The Cosmic Engine (30 indicative hours)

#### HSC Course (120 indicative hours)

The HSC course builds upon the Preliminary course. The Preliminary course content is a prerequisite for the HSC course. The HSC course incorporates the study of:

a) **the core**, which includes

- Space (30 indicative hours)
- Motors and Generators (30 indicative hours)
- From Ideas to Implementation (30 indicative hours)

b) **options**, which constitute 30 indicative hours and include any one of the following:

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

Society and Culture

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Sandra Bain

Objectives

The central concern of Society and Culture, Stage 6, is the interaction of persons, societies, cultures, environments and time.

Society and Culture draws on cross-disciplinary concepts and social research methodologies from anthropology, communication, cultural studies, media studies, philosophy, psychology, social ecology and sociology.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling students to develop understanding of themselves, their own society and culture and the societies and cultures of others.

Students are provided with the necessary concepts, skills, competencies and knowledge to encourage a process of independent thinking that may be used to explain patterns of behaviour, solve problems and actively contribute to local, national and global levels of society.

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. Society and Culture promotes an awareness of the nature of power and authority, gender, technology and facilitates intercultural understanding.

The emphasis on individual study and group work within Society and Culture encourages students to manage their own learning, as well as providing experience of working within teams. In allowing students to work in areas of direct relevance to their lives, Society and Culture contributes greatly to the ethos of lifelong learning, while providing opportunities to acquire a range of skills to support such learning.

The study of Society and Culture prepares students for adult life by developing qualities associated with effective citizenship. In so doing, it forms a basis for moving towards a more just society through positive participation in community life and social and cultural literacy.

(Extract from the *Society and Culture Syllabus* by the Board of Studies)

### *Course Structure*

There are two courses in the Society and Culture Stage 6 Syllabus:

#### Preliminary Course (120 indicative hours)

The Social and Cultural World (20% of course time)

Personal and Social Identity (40% of course time)

Intercultural Communication (40% of course time)

#### HSC Course (120 indicative hours)

##### **Core**

Personal Interest Project (30% of course time)

Social and Cultural Continuity and Change (30% of course time)

**Depth Studies** (40% of course time)

TWO to be chosen from the following:

Popular Culture

Belief Systems

Equality and Difference

Work and Leisure

Society and Culture is the only interdisciplinary course offered in the HSC. The aim of Society and Culture is to achieve social and cultural literacy. That is, to make you able to read and understand your micro world (the immediate world around you) and the macro world (the broader world) that you live in.

VISUAL ART

COURSE TYPE: Board Developed Course

UNIT VALUE: 2 Units (3rd Unit Available in Year 12)

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Deirdre Korobacz

The course involves a balance of art making and broad investigation of ideas in art and art history. A major work is presented from one or more of the suggested expressive forms: drawing, painting, printmaking, photography, sculpture, ceramics, textiles and fibres, digital media, graphic design, film & video, wearable art & jewellery. The students will also keep a process diary.

*Assessment Components, Weightings and Tasks*

Preliminary Course (120 hours)

The key components and concepts that will be assessed in this subject are:

- Art practice, The Conceptual framework and frames
- Making Artworks in at least two forms
- Compilation and Presentation of a Visual Art Process Diary (VAPD)
- A broad investigation of Ideas in Art Criticism and Art History

Assessment is school-based.

Art making 50%

Art Criticism and Art History 50%

Requirements for the HSC Course (120 hours)

The key components and concepts that will be assessed in this subject are:

- The content of practice, Conceptual framework and frames

- The development of a body of work
- Compilation and Presentation of a Visual Art Process Diary (VAPD)
- The investigation of content through at least 5 Case Studies in Art Criticism and Art History

Assessment is both school based, and externally assessed:

School-based: 50% Art making 25%

Art Criticism and Art History 25%

External Examination: 50% Written paper 25%

Submitted Body of Work 25%

The 3rd Unit Available in Year 12 is an entirely practical unit, and entitles the production of another major work.

## VISUAL DESIGN

COURSE TYPE: Content Endorsed Course

UNIT VALUE: 2 Units

DURATION: 2 Years (Preliminary and HSC)

CONTACT TEACHER: Deirdre Korobacz

The Visual Design Course provides students with the opportunity to explore the links between art and design by creating images and objects in which aesthetic qualities, symbolic meaning and utilitarian function are brought together.

The course encourages students to explore and investigate the natural and man-made worlds and to use the perceptions gained through these experiences as a basis for developing and giving form to their ideas in the different artistic fields.

### *The course structure and modules*

Graphic Design: Illustration & Cartooning (40 hours)

Wearable Design: Clothing & Image (40 hours)

Textiles (40 hours)

Interior/Exterior Design Stage Sets & Props (40 hours)

Interior/Exterior Structures and Environments (40 hours)

General Individual/Collaborative Design Project (40 hours)

Mandatory Occupational Health & Safety (3-6 hours)

### *Assessment Components, Weightings and Tasks*

This course is internally assessed: Component Weighting %

Designing and Making 70

Critical and Historical Studies 30

One task will be used to assess both components. It is suggested that two to three tasks are sufficient to assess the HSC course outcomes for a one-unit course and three to five tasks are sufficient to assess the HSC course outcomes for a two-unit course.

The assessment tasks given to students must:

- be consistent with the objectives and outcomes being assessed;
- provide for a range of performance and achievements within the group;
- be consistent in number with comparable 1 or 2 unit Board Developed Course;
- be appropriate for the outcomes they are designed to measure (a range of assessment instruments is to be included);
- include at least one assessment task derived from formal examination that includes both making and critical/historical studies (Formal examinations are defined as any form of examination as used in the HSC under conditions similar to those in the HSC for comparable tasks and which apply to all students at the School);
- include reference to work undertaken in the diary.