Table of Contents

Term Dates for 2014.................................................................1
Senior Studies Programs at Shearwater.........................................................2
Shearwater’s Technical and Creative Arts program........................................2
Mathematics and the Sciences ..................................................................2
English and the Humanities at Shearwater .............................................2
Mandatory Courses ......................................................................................3
Study Options/Pathways .................................................................................4
Option 1: HSC with an Australian Tertiary Admissions Rank (ATAR)..............4
Option 2: The Higher School Certificate (HSC).............................................5
Option 3: The Shearwater Senior Studies Certificate........................................6
The Major Work..........................................................................................7
School Leaving Age .........................................................................................9
Record of School Achievement (RoSA).........................................................9
Assessment and Reporting ..........................................................................10
The Different Course types............................................................................13
ATAR Courses : Board Developed Courses (BDC’s)....................................13
Non ATAR Courses : Board Endorsed Courses (BEC’s)...............................13
Non ATAR Courses : Content Endorsed Courses (CEC’s)............................13
Vocational Education and Training Courses (VET’s)........................................13
Life Skills Courses.........................................................................................13
Courses offered in 2014/15 for Years 11 and 12.............................................14
Study By Distance Education........................................................................15
Student Representative Council.....................................................................15
School Discipline............................................................................................16
Board Endorsed Courses.................................................................................44

Office Hours: Monday to Friday, 8am to 4pm.
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**Term Dates for 2014**

<table>
<thead>
<tr>
<th>Term Dates 2014</th>
<th>Holidays 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>January 29 - April 11</td>
</tr>
<tr>
<td>Term 2</td>
<td>April 29 - June 27</td>
</tr>
<tr>
<td>Term 3</td>
<td>July 22 - September 19</td>
</tr>
<tr>
<td>Term 4</td>
<td>October 8 - December 7</td>
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**Senior Studies – Classes 11 & 12**

*Who for?*
- Class 11 for students turning 17 in that year
- Class 12 for students turning 18 in that year

**Class Guardians in 2014**
- Class 11: Gabrielle Karkkainen and Tony Van den Driest
- Class 12: Gillian Rogers, Deirdre Korobacz, Josh Scott-Jouir

**Senior Studies Coordinator:**
Gerard Braithwaite

**Secondary Teaching Staff:**
- **Science**: Gerard Braithwaite, Greg Savage, Praba Manning, Oren Shemesh
- **HSIE**: Jane Beattie, Sandra Bain, Margaret Brandolini
- **Technology & Applied Studies**: Josh Scott-Jouir, Tony Van den Driest, Dymphna Parkes,
- **Drama**: April Galetti, Chloe Allen
- **English**: Gillian Rogers, Sandra Bain, Akash Waddell
- **Mathematics**: John Bushelle, Justin Isaac, Josh Scott-Jouir, Praba Manning, Margaret Brandolini, Oren Shemesh
- **PDHPE**: Gabrielle Karkkainen
- **Visual Art & Visual Design**: Deirdre Korobacz, Akash Waddell
- **Music**: Ross Nobel, Margaret Brandolini

**Laboratory Technician**: Rolf Karcher
**Workshop Tradesman**: Nick Thorn
As a Board of Studies accredited secondary school, Shearwater offers a curriculum that blends Steiner educational philosophy and curriculum with NSW Board of Studies curriculum. Since its inception in 2001, Shearwater has established a successful Senior Studies program of courses. Students who have chosen the HSC have achieved excellent results in all subjects.

Course programs have been put into place and streamlined, student preferences identified, the delivery of distance education courses is running smoothly, and a precedent of good study patterns, assessment task completion and examination routines have been established.

Shearwater has made available a wide range of course options. The teacher/student ratio is very favorable, giving students maximum exposure to our staff.

Those students pursuing a Shearwater Senior Studies Certificate, or Major Work Program, have also had marked success, often using their projects as portfolios for gaining entry to tertiary institutions.

**SHEARWATER’S TECHNICAL AND CREATIVE ARTS PROGRAM**

Since commencing the Senior Studies program in 2001, we have closely monitored student elective choices and parent demand. By offering a wide range of courses that have a focus on creative and artistic pursuits we have been able to meet the creative needs of most students. Shearwater’s Wearable Arts performance event has also been a major contributor to the direction of some of these courses. It has provided a practical focus for creative expression in many of the courses we provide: Visual Art, Visual Design, Drama, Music, Industrial Technology-Multimedia and Photography & Digital Imaging. Central to the event is the VET Entertainment Industry Course. Our creative focus is not an alternative program, fearful of academic rigor, but has been designed to allow the greatest possible opportunity for meaningful self-expression and creativity ~ the basis of any successful holistic education program.

**MATHEMATICS AND THE SCIENCES**

Shearwater offers a broad range of Mathematics and Science subjects, including all senior Mathematics courses, Chemistry, Physics, Biology, Business Studies, Personal Development Health & Physical Education (PDHPE), and Marine Studies. The sciences exist in balance with the arts and provide an opportunity for the students to develop thinking skills.

**ENGLISH AND THE HUMANITIES AT SHEARWATER**

English is a mandatory subject, the Standard course being the required minimum in Years 11 and 12. We also offer Advanced English as well as Extension I and Extension II, the latter two courses giving students the opportunity for creative literary expression. Modern History, Business Studies, Legal Studies and Society and Culture further the students’ opportunities for literary expression and an understanding of society.
MANDATORY COURSES

As well as undertaking a 2-unit course in English, all students will complete the Shearwater Board Endorsed Course (also 2 units) entitled “The Individual and the Global Community”.

When Shearwater embarked on providing Stage 6 courses leading to the attainment of the Higher School Certificate, the time and workload demands of completing the HSC prohibited the completion of the traditional Steiner School Learning Program, and we looked for a way to accommodate these needs. We applied to the NSW Board of Studies to create a Stage 6, 2 Unit Board Endorsed Course, developed and written specifically to meet the developmental needs of the senior students as a completion of Shearwater’s Steiner School Learning Program. The course Philosophy, The Individual and the Global Community satisfies our commitment to Steiner Education, while simultaneously being part of the HSC credential. The course has been taught for the past 10 years and has been received by the students with enthusiasm and interest. In 2008 the course was rewritten to encompass holistic elements found in the junior school but missing from the senior program. In 2013 the course began in its fourth incarnation, having been reregistered by the BOS in 2012.
STUDY OPTIONS/PATHWAYS

OPTION 1: HSC WITH AN AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

(A 2 to 5 Year Program)

There are many HSC courses but not all will contribute to an ATAR. Courses that do contribute to the ATAR are Board Developed courses for which there are formal examinations that yield graded assessments. These are termed ATAR courses.

ATAR courses are classified as either Category A or Category B. The criteria for Category A courses are academic rigor, depth of knowledge, the degree to which the course contributes to assumed knowledge for tertiary studies, and the coherence with other courses included in the ATAR calculations. Category B courses are those whose level of cognitive and performance demands are not regarded as satisfactory in themselves, though their contribution to a selection index is regarded as adequate if the other courses included in the aggregate are more academically demanding. The Category B courses offered at Shearwater are Industrial technology and Entertainment Industry.

Calculation of the ATAR

To be eligible for an ATAR in 2015, a student must satisfactorily complete at least 10 units of Preliminary Board Developed courses & 10 units of HSC Board Developed courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units or greater
- four subjects.

A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes and
- completed at least 50 per cent of the HSC assessment tasks mandated by their school in that course.

Failure to satisfactorily complete a course will result in that course not contributing to the eligibility requirements. If the course is a 2-unit course for which there is an associated extension course, failure to satisfactorily complete the 2-unit course will result in neither the 2-unit nor the extension course contributing towards their ATAR.

Unit value of a course:

All courses offered for the HSC have a unit value. Subjects are given unit values, which represent the time it should take to achieve all or most of the objectives and outcomes. Most courses are valued at 2 units, representing 120 hours per year.
OPTION 2: THE HIGHER SCHOOL CERTIFICATE (HSC)

(A 2 to 5 Year Non ATAR Program)

If you wish to do the 2 Year HSC Course the format is the following:

**Year 1: Terms 1 to 4**
- The Individual and the Global Community - (a compulsory BEC worth 2 units)
- Preliminary Courses (a minimum of 10 units)

**Term 4**
- HSC courses start

**Year 2: Terms 1 to 3**
- High School Certificate courses (a minimum of 10 units)

**Term 4**
- HSC exams held

Year 11 Preliminary courses will generally be completed after 3 terms of study. Term 4 will mark the commencement of Year 12 HSC courses.

Before the commencement of these HSC Courses a student must have achieved a satisfactory record of achievement in the corresponding Preliminary Courses.

**HSC Requirements**

Eligibility:

To be eligible for the award of the HSC students must have:
- attended a government school, an accredited non-government school, a school outside NSW recognised by the Board or a College of TAFE;
- completed satisfactorily courses that comprise the pattern of study required by the Board for the award of the Preliminary HSC and HSC;
- completed assessment tasks set by the school for each course.
- made a serious attempt at the HSC external examinations.

**Patterns of Study**

To qualify for the HSC from Year 11, 2014 and Year 12, 2015 students must satisfactorily complete the Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:
- At least 6 units from Board Developed courses
- At least 2 units of a Board Developed course in English
- At least three courses of 2 units or greater (either Board Developed or Board Endorsed)
- At least four subjects

Students may only count a maximum of six Preliminary units and six HSC units from courses in Science.
OPTION 3: THE SHEARWATER SENIOR STUDIES CERTIFICATE

(A 2 Year Non ATAR Program)

Experience has shown that many students at 17 or 18 are not ready to commit to a profession or vocation. Completing a broader based Shearwater Senior Studies Certificate leaves the student’s options open longer, giving them time to make more considered choices.

The Certificate creates less pressure than many of the demanding Board Developed Courses and has been designed with flexibility in mind to allow students the possibility of movement between courses as their goals become clearer.

It allows relaxed and rounded completion of the Steiner School Learning Program, which takes into account the path of the student’s physical and psychological development and growth.

All these factors will place in the world balanced, confident, motivated and competent individuals, in tune with their destiny and the needs of the world around them.

The inner mobility, subtlety and lightness cultivated in students will help them meet the changing demands of a rapidly evolving work place requiring a flexible, adaptable, multi-skilled and creatively focused workforce.

All students complete the Year 11 Shearwater Designed BEC entitled “The Individual and the Global Community” but students choosing the Shearwater Senior Studies Certificate will complete a similar school designed BEC in Year 12, as well as 4 units of elective subjects and English. These courses may be chosen from any HSC subjects completed as Preliminary Courses in Year 11, or any other Preliminary courses offered. The remaining 3 UNITS involve the completion of a major work.

The Shearwater Senior Studies Certificate over 2 years has the following format:

**Year 1**

Terms 1 to 4  *The Individual and the Global Community* (a compulsory BEC worth 2 units)

Preliminary Courses (for a minimum of 10 units)

Term 4  Major Work Project commences

HSC courses start

**Year 2**

*The Individual and the Global Community* (a compulsory BEC worth 2 units)

English (a compulsory course worth 2 units)

Elective Subjects (4 units): two Board Developed/Content Endorsed Courses, or School Developed Courses.

Major Work (a compulsory work worth 3 units)
THE MAJOR WORK

The Major Work is a year-long Individual Research Project counting for 3 Units (6 hours per week). The Major Project requires Year 12 students to research, develop, produce and demonstrate a study of real interest with a theoretical, artistic and practical component. The highest standards are expected. Examples of major projects completed in Steiner Schools have been:

- the writing, production, direction, costuming and casting of a dramatic piece
- full exhibition of photography
- the establishment of a Biodynamic market garden, and the marketing of its produce
- the building of a full-sized billiard table
- the writing and publication of a book of original poetry
- the writing of music, its performance and production of a CD
- the creation & fabrication of a collection of clothing, and the staging of a showing of the collection

Criteria and presentation:
The work must be original. It is not meant to be a collation of secondary sources. It needs to be the result of the student’s own research and investigation. It must have a practical component. Projects with a strong practical bias (e.g. the making of a guitar) will be accompanied by a report of some 5,000 words. Reports could be supplemented with a photographic record, or a process journal in traditional or electronic format.
Projects more theoretical in substance (e.g. writing an historical novel) will require a 10,000 – 15,000 word exposition.
The projects are to be displayed and demonstrated publicly at an open presentation at the end of the year.

Supervision:
Each student requires the support of a Teacher Supervisor and a specialist Mentor during the year. The Teacher Supervisor will monitor the student’s progress and help provide support and assistance as well as monitor the development of the project. The Mentor shall be provided for students and help them access specialist advice and assistance. It is emphasised that the responsibility for the project belongs to the student, who is expected to provide the motivational drive to complete the project.

Assessment:
Assessment of the project occurs throughout the year, culminating in a lengthy oral presentation of the student’s work. The High School faculty in consultation with the student’s project supervisor will carry out the assessment of all aspects of the project – practical, written and oral.

This assessment group will be looking for the following in the student’s projects:

- an ability to work independently and show initiative;
- an ability to manage time and meet goals and deadlines (this will sometimes be related to the student’s ability to listen to advice!);
- evidence throughout the project of real work and real commitment;
- the quality of the end result or finished product. Is it successful? Has the goal been achieved?
- the quality of the documentation or written part of the project. Is it of a reasonable standard and a good documentation of the work?
- the student’s ability to clearly represent their project to the audience at the oral presentations.

During the year there will be various deadlines for progress reports, written documentation etc. These deadlines will be published at the beginning of each year.
Initial lessons will be conducted and mandatory attendance required. Areas covered in these lessons are:

- Personal and Professional Development;
- Public speaking;
- Careers Counseling, including project related work experience and the investigation of future courses of Tertiary Study
- CV/ Resume Development
- Creating and maintaining a Portfolio
- Maintaining a process diary of your major work project (including the maintenance of a major-work web-site)
- Choosing and developing your major work project
- Finding a Mentor
- Meetings with your Mentor

The Mentor’s responsibilities are:

- to provide an overall perspective on outcomes, objectives, time management and a range of options for completion of a given task;
- to offer support and guidance through constructive criticism, professional insights and mature observations to facilitate the successful completion of tasks;
- to encourage and promote an open and honest dialogue regarding issues raised in achieving outcomes;
- to communicate any concerns with the subject Teacher / Guardian re lack of attendance, problems with content or behavioral concerns.

The Student’s responsibilities are:

- to provide a detailed presentation of the assessment task, major work or other project;
- to provide an outline of how he/she proposes to achieve a given outcome, e.g. resources, ideas, timeline, skills, plans;
- to be prompt and reliable when attending meetings and completing agreed tasks;
- to facilitate open and clear communication;
- to be open to identifying areas of difficulty experienced in completing or not completing a task, e.g. lack of motivation, poor time management skills, personal problems.
As of January 2010, New South Wales has a new school leaving age, meaning students complete Year 10 and then have a number of options in which to participate until at least age 17. From 1943 until 2009 it has been compulsory for students in NSW to attend school until the age of 15. In line with other states, NSW now has legislation to change the years of compulsory schooling.

There is a great deal of Australian and international evidence which demonstrates a high correlation between students’ level of education and their prospects in life. The research shows that early school leavers are two and a half times more likely to be unemployed, earn lower wages and have poorer quality of life outcomes.

The purpose of the new legislation, therefore, is to ensure that all young people have the best possible chances in life.

Under the new arrangements, once students have completed Year 10 there are a number of options from which to choose:

- You can stay at school and continue into Year 11.
- You can choose to do an apprenticeship or a traineeship.
- You can study vocational courses at TAFE.
- You can do a course in higher education.
- You can do other approved education or training. You can be in employment, as long as it is full-time, paid work. You can also do a combination of a number of these.

If you are in Year 10 or below you need to start thinking about the best pathway for you. Discuss your options with your parents, Senior Studies advisor, Class Guardian or teachers.


**Record of School Achievement (RoSA)**

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

Any time a student or school wants an up-to-date snapshot of a student’s academic progress, a transcript called a Student eRecord can be accessed via Schools Online or Students Online and printed or emailed. http://studentsonline.bos.nsw.edu.au/

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Shearwater has formulated an ‘Expectation of Achievement Requirements’ which determines a satisfactory Record of Achievement. These requirements are based on all aspects of school and community life and not just the content of courses.
Completing a Course
A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

‣ followed the course developed or endorsed by the Board;
‣ applied him/herself with sustained effort to set tasks and experiences provided in the course by the School;
‣ achieved all or some of the course outcomes.

Absences will be regarded seriously and if a student is in danger of being given a ‘N’ (non-completion of course requirements) the principal will warn the student as soon as possible and advise the parents or guardians in writing.

ASSESSMENT AND REPORTING

Preliminary Courses
All Preliminary Courses are assessed internally. No marks are recorded on this examination. Assessment of the Preliminary Courses will be ongoing for the duration of the course. Students will receive a Record of Achievement from the BOS for all Preliminary courses satisfactorily completed.

HSC Courses
Each Board Developed Course has a 50% internal assessment component. The School-based Assessment Tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in Assessment Tasks you have undertaken during the course. The other 50% will come from the HSC examination.

All Content Endorsed and Board Endorsed Courses are internally assessed.

Assessment is based on responses to Assessment Tasks scheduled for completion during these courses. It provides an indication of the student’s application and abilities to meet the course requirements, in a wider range of objectives than can be measured in a single examination. It gives credit for course achievements. Each subject has a set of prescribed components, with prescribed weightings for calculating the school’s raw assessment marks.

Students will receive an Information Assessment Booklet each year which outlines their Preliminary or HSC Assessment program, showing components and their weightings, as well as detailed information about the school’s assessment policy and their rights and responsibilities.

Assessment Notice
A minimum of 2 weeks notice will be given before an assessment task is due or is required to be sat for. It is the responsibility of every student – if absent – to find out if any assessment tasks have been announced. Each student will be advised in writing of the exact nature of any tasks, due date and assessment weightings.

Assessment tasks must be received on due date!
Late receipts will result in a 10% per day penalty. Extensions may be applied for, and granted at the discretion of the subject teacher.
Vacations taken outside the normal school calendar will not be accepted as a reason for absence from an assessment test or the non-receipt of an assignment.
Absence will only be accepted on the receipt of a Medical Certificate or if permission was granted by the High School College.
Lengthy Illness
With the receipt of a Medical Certificate an extension or a substitute task will be given. An estimate mark may be given in unusual circumstances.

Misadventure
Accidents or circumstances beyond the control of the student will be deemed an acceptable reason for lateness in assessment or non-attendance. A written parental note will be required. Truancy from tests will result in a zero mark.

Malpractice is defined as violation of examination/test rules, and passing in work that is not one’s own. Malpractice in any Course will result in Shearwater withholding a result in that Course. If malpractice is found to be sustained in a second Course, Shearwater may withhold results in ALL Courses.

Confidentiality
As the Board of Studies will moderate the students’ school assessment mark according to the HSC examination result, all raw School Assessment marks are confidential. Each of the course convenors in consultation with their colleagues will set a calendar of tasks for the duration of the course and will keep a record of marks.

‘N’ Determinations
If a student is at risk of not completing the mandatory requirements for a course because of failure to complete internal assessment tasks, or an extended absence from the course, a warning will be given. These warnings will be in writing and detail the course of action required of the student in order for him/her to avoid an ‘N’ determination, that is, Non-Completion of a Course. Parents, or students over 18, are required to acknowledge in writing receipt of the warning. At least one follow-up letter will be issued if the student is at risk of not meeting course requirements.

Any student who is to be given an ‘N’ Determination will be advised of this, and also of their right to a School Review, and their right of appeal to the Board of Studies. All appeals to the BOS should be on the appeals forms provided by the Board. These forms are available from the Senior Studies Co-ordinator.

Assessment Rankings
At the completion of the HSC Courses, including the examinations, students may apply for their Assessment Ranking. Actual overall assessment marks will not be available. If a student believes an error has been made in the calculation of their assessment, the School will:
- check that the weightings of the tasks conformed to the Board’s guidelines
- check that the procedures used to calculate the final mark conform to those stated in the Assessment Program
- check that there were no computational or clerical errors in the determination of the assessment mark.

If the School is satisfied that all these conditions have been met then no change will be made to the assessment. No changes to marks for individual assessments will be considered. It is therefore necessary that all students discuss their marks for individual tasks with their Teacher at the time the task is returned.

Successful Completion
Upon satisfactory completion of your HSC you will receive a portfolio containing:
- The HSC Testamur (a certificate confirming your achievement of all requirements for the award);
- Course Reports. For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing statewide distribution of marks in the course is also shown. This is similar to the School Certificates for tests in English-Literacy, Mathematics and Science. There are also detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The Record of Achievement, which lists the courses you have studied and reports the marks and bands you have achieved. Your HSC mark for 2 unit courses will be reported on a scale of 0 – 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.
Expectations of Students in Years 11 and 12
Attendance at Shearwater requires a serious commitment from each student who wishes to participate in the life of the School. It is expected that students show respect for the School – its directions, directives, guidelines and the members of its community.
In return, the School offers a greater measure of freedom and the opportunities that accompany it.
Students are encouraged to act responsibly and make positive contributions to the community, in terms of behaviour as well as creative initiatives, and as role models for the younger students.

Attendance
Students are required to attend school for a minimum of 85% of the minimum UNIT time allocation. Unexplained lateness will be noted as part of the 15% absentee rate. In the event of illness, work may caught up at the discretion of the Teacher.

Homework
In order to successfully complete Stage 6 (Years 11 & 12 – HSC) many assessment tasks will require completion outside of school hours.
To help students organise and manage their studies, the Shearwater High School College has recommended that the following guidelines be implemented:
Students will be required to produce their Student Homework diary in every lesson as a matter of course.
All assessment tasks and other homework will be entered into the diary as well as completion deadlines.
We request that all diaries be read by a parent or Guardian. Any communication can be noted in the diary.

Requirements for course completion
Students are expected to participate in all Class activities and complete the set tasks, to demonstrate effort, motivation and a satisfactory level of skills.

Unsatisfactory Achievement
Students as well as their parents or guardians will be notified in writing if they are in danger of not completing the minimum course requirements which could lead to a N (non completion of a course) result. Sufficient time will be given for the student to correct the problem and to satisfactorily complete the course.
If an N result is given for a Preliminary Course, the student will be unable to sit for that HSC subject until it has been satisfactorily repeated.
THE DIFFERENT COURSE TYPES
AND THEIR RELEVANCE TO THE AUSTRALIAN TERTIARY ADMISSIONS RANK

ATAR COURSES: BOARD DEVELOPED COURSES (BDC’S)

Board Developed Courses are developed by the NSW Board of Studies. A syllabus is available for each of these. Schools must use the current syllabus for any Board Developed Preliminary or HSC course they teach. These courses are examined externally at the end of the HSC course and count towards the calculation of the ATAR.

NON ATAR COURSES: BOARD ENDORSED COURSES (BEC’S)

Board Endorsed Courses are courses developed by the school. There is no external examination nor are they used in the calculation of the ATAR. However, they count towards the HSC and appear in the Record of Achievement. School Designed Courses are there to meet student needs and must be approved by the Board of Studies to count towards an HSC.

NON ATAR COURSES: CONTENT ENDORSED COURSES (CEC’S)

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed courses. (Most HSC Vocational Education and Training courses delivered by TAFE are CEC’s). Visual Design, Marine Studies and Photography are the CEC’s offered at Shearwater.

VOCATIONAL EDUCATION AND TRAINING COURSES (VET’S)

Vocation Education and Training Courses enable students to study courses relevant to industry needs and which have clear links to ‘post-school destinations’. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses have a specific workplace component and a minimum number of hours spent in the workplace or a simulated workplace at school. They are delivered by schools, TAFE (TVET) or other providers. Some of these courses such as Entertainment Industry also count towards an ATAR.

TVET FEES

There is an extra fee for students who wish to study a TVET course. The fee varies according to the course chosen. Please make enquiries regarding course fees and possible subsidies through the School’s Registrar, Bernadette Baring.

LIFE SKILLS COURSES

Life Skills Courses constitute a special program of study, which continues on from courses covered in Years 9 and 10. Life Skills Courses have Board Developed status to meet the requirements for the award of the HSC.
The Senior School Program

This section lists Preliminary and HSC courses offered at Shearwater. 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.

Please be aware that some of these courses’ timetables will overlap. You need to check the current year’s possible course combinations with the Senior Studies Coordinator.

As far as possible the students are encouraged to complete their Preliminary HSC in one year. At the completion of the preliminary course the students’ options are reviewed and the various pathways possible outlined for individual students.

Depending on the pathway chosen in Stage 6, a student can graduate from Year 12 with one of three options:

• **Option 1: HSC with an ATAR**
• **Option 2: HSC with no ATAR**
• **Option 3: The Shearwater Senior Studies Certificate**

### Preliminary – Board Developed Courses

- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Dance
- Drama
- English Standard
- English Advanced
- English Extension
- Industrial Technology
- Legal Studies
- Mathematics General
- Mathematics
- Mathematics Extension 1
- Modern History
- Music
- Personal Development, Health and Physical Education
- Physics
- Society and Culture

### HSC – Board Developed Courses

- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Dance
- Drama
- English Standard
- English Advanced
- English Extension 1
- Industrial Technology
- Legal Studies
- Mathematics General 1
- Mathematics General 2
- Mathematics Extension 1
- Modern History
- Music
- Personal Development, Health and Physical Education
- Physics

### Preliminary – Board Endorsed Courses

- Visual Design
- Photography, Digital Imaging and Video
- Marine Studies
- Philosophy

### HSC – Board Endorsed Courses

- Visual Design
- Photography, Digital Imaging and Video
- Marine Studies
- Philosophy

### Preliminary – Content Endorsed Courses

- English Studies

### HSC – Content Endorsed Courses

- English Studies

### Preliminary – Vocational Education and Training

- Entertainment Industry

### HSC – Vocational Education and Training

- Entertainment Industry
**STUDY BY DISTANCE EDUCATION**

Should there be subjects students wish to study that Shearwater does not offer, Distance Education 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, and subject supervisors who are available for consultation over the phone. Students will have a member of Shearwater staff as a mentor for their Distance Education subjects. Often they will be able to assist with coursework.

**Students need to choose these courses carefully!** To successfully complete them self-motivation and steady perseverance are required. Students are largely expected to complete work on their own.

**Correspondence Course Supervisor**

Sandra Bain is the Course Supervisor for students studying by Correspondence. She ensures students receive their assignments, and return their work through the post. She acts as the Liaison Teacher with Distance Education centers 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 Sandra will keep Class Guardians informed of the students’ progress.

**Fees**

At present, for those students studying by distance education, the full cost per subject, per year, is $800 for Preliminary and HSC study. The School undertakes to pay for the full cost of these courses when successfully completed. However the school requires a 50% ($400) payment upfront made by the student that will be kept as a deposit. On successful completion of the course the school will refund the 50% student payment. If the student does not successfully complete the course they will lose the 50% deposit. 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 loss of their deposit and may incur the cost of textbooks.

**STUDENT REPRESENTATIVE COUNCIL**

A Student Representative Council has been established with two representatives from each Class (7 – 12). It gives students an avenue to express their thoughts, needs and concerns to the Shearwater teaching body and School Administration.
SCHOOL DISCIPLINE

Shearwater is a rapidly growing school which draws students from the small, close-knit community of the Byron Shire. The Class Teacher/Class Guardian structure we have in place ensures a strong foundation of pastoral care. The students develop a strong bond with their teachers who also build a rapport with the parents. Regular interviews are conducted with parents as well as a continual round of Class Parent Meetings where lesson content and program, up-to-date news and information and class and individual progress are shared. Case studies are undertaken and discussed within the College of Teachers Meetings, where teachers are able to draw on the advice and observations of senior staff members.

Should there be difficulty with a student or a problem within the class, the parents are able to follow a line of communication as outlined below.

Communication Between Parents And Teachers

Communication between parents and their teachers is given high priority. Staff are happy to make an appointment to see you or speak with you on the phone (please don’t call teachers after 8.00PM – except in an emergency).

If parents wish to organise an interview with a teacher, please contact the office staff, who will arrange a meeting. Unless by prior arrangement, interviews during school hours are discouraged. Teachers have lesson commitments that require preparation and focus.

After speaking with a Class Teacher or Class Guardian, the Senior Studies Coordinator is available for further discussion. If required, they will communicate your concerns to the College of Teachers or the school Principal.

Punctuality

Shearwater aims to foster mature attitudes to work and study in order to prepare the students to pursue and take responsibility for the path that lies ahead of them in the workplace and the outside world.

Classes will be closed to students arriving five (5) minutes after class has commenced. Late arrivals will be recorded. Should a second offence occur, a letter will be sent to the parents. A third offence will be referred to the Discipline Committee.

It will be left up to students to catch up on any work missed due to their own lateness.

Cars

Student Vehicles will only be permitted after a request in writing from the parent/guardian. This is in keeping with the school’s commitment to keep traffic along Left Bank Road to a minimum.

If parents wish to allow student’s to travel from school in another student’s car, a permission note must be given to the class guardian. The use of cars during the day to go into town is not allowed. If the student’s lessons are completed they are allowed to leave school for the day but to-ing and fro-ing from town is not permitted.
Expectations of Students
In accord with the high level of care provided by the staff of Shearwater, the school expects a high level of achievement, maturity and responsibility of its students.

Shearwater fosters a friendly social environment; there is no school uniform, staff and students relate to each other on a first name basis and students are encouraged and expected to regulate their own behavior.

Shearwater is committed to providing a safe and secure environment for children, students, staff, parents and visitors. Bullying, harassment, abusive language, disruptive behavior and unacceptable absence will not be tolerated. It is the responsibility of all in the community to not participate in bullying, harassment or disruption. It is also all of our responsibility to let teachers and senior staff know about bullying situations of which they are aware, whether they be students bullying students, teachers bullying students, students bullying students or teachers bullying teachers.

When self-regulation and immediate correction by staff break down, discipline guidelines are implemented. There is no one simple approach to deal with bullying. Staff will investigate the problem and provide a strategy or a combination of approaches appropriate to the situation.

Prevention Program
Over the 20 years of its existence, Shearwater has developed a strong culture of care, respect, self-regulation and open communication within the community of the school. Our education and integrated cultural program aims at promoting and enhancing this strong atmosphere of enthusiasm, harmony and good-will. We encourage all school community members to deal with any aberrant behavior as a matter of priority.

Shearwater is committed to providing a safe and supportive environment, which provides for the physical, social, academic, spiritual and emotional wellbeing and development of students.

Classroom behaviour
Disruptive behaviour in class will not be tolerated. Teachers reserve the right to remove disruptive students from the lesson. Misdemeanors will be referred to the Class Guardian. Continued offences will be referred to the Discipline Committee.

Students are expected to bring to class all research material, text-books, work books etc. necessary for full participation in the lesson. Failure to be prepared for a lesson may result in students not being able to participate in the lesson. Extemuating circumstances will be considered e.g. a note from the sickroom or a teacher who may have been interviewing the student.

Drugs, Alcohol and Tobacco
The schools grounds have been declared a smoke-free, alcohol free area. The school does not condone the use of drugs, alcohol and tobacco. Use by students undermines the student’s development processes on which the school’s educational principles are based.

Use and/or supply of drugs on the school grounds or during excursions or field trips will result in immediate suspension. These offences are a police matter and will be referred to them.
The Senior School Handbook for 2014/15

COURSE DESCRIPTORS

BIOLOGY

| Contact Teachers: Praba Manning, Greg Savage | Course No: 15030 |
| 2 units for each of Preliminary and HSC | Exclusions: Senior Science (Preliminary only) |
| Board Developed Course |

Course Description

Biology is the study of living organisms, life processes and interactions between organisms and their environment.

The Preliminary course incorporates the study of the mechanisms and systems that living things use to obtain, transport and draw on materials for their own growth and repair; biotic and abiotic features of the environment and the interdependence of organisms in an ecosystem; the evolution of life on Earth; and the effects of global changes on the diversity of Australian biota during the formation of the Australian continent.

The HSC course builds upon the Preliminary course. It examines the processes and structures that plants and animals use to maintain a constant internal environment and the way in which characteristics are transmitted from generation to generation. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered

| Preliminary Course | HSC Course |
| Core Modules | Core Modules |
| • A Local Ecosystem | • Maintaining a Balance |
| • Patterns in Nature | • Blueprint of Life |
| • Life on Earth | • The Search for Better Health |
| • Evolution of Australian Biota | + One Option from the following modules: |
| | • Communication |
| | • Biotechnology |
| | • Genetics: The Code Broken? |
| | • The Human Story |
| | • Biochemistry |

Particular Course Requirements

Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Biology Skills modules 8.1 (Preliminary) and 9.1 (HSC).

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Overview

Biology is the study of life. ‘What is Life?’ is a very broad question. We establish the spectrum of life from microscopic forms to plants and animals and humans.

The major theories about how life came to have its present face are examined. ‘Where did life come from?’ is speculated about. ‘How Life changes its forms’ is examined from a scientific point of view.

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.

Large ideas are brought to increase the understanding of smaller systems. The physical world is found to be inseparable from what we regard as the living world.

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 investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

Main Topics Covered

- Nature of Business (20%) - the role and nature of business in a changing business environment.
- Business Management (40%) - the nature and responsibilities of management in the business environment.
- Business Planning (40%) - the processes of establishing and planning a small to medium enterprise.

HSC Course

- Operations (25%) - strategies for effective operations management in large businesses.
- Marketing (25%) - the main elements involved in the development and implementation of successful marketing strategies.
- Finance (25%) - The role of interpreting financial information in the planning and management of a business.
- Human Resources (25%) - the contribution of human resource management to business performance.

Particular Course Requirements

In the Preliminary course there is a research project investigating the operation of a small business or planning the establishment of a small business.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination, including multiple-choice, short answer and extended response questions</td>
<td>100</td>
<td>Tests and internal exams</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research and analysis of case studies</td>
<td>30</td>
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<tr>
<td></td>
<td></td>
<td>Stimulus-based skills</td>
<td>20</td>
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<tr>
<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>

Overview

Business activity is a feature of everyone’s life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage 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 which 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 the 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 Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills 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.
Contact Teacher: Gerard Braithwaite

2 units for each of Preliminary and HSC

Board Developed Course

Course Description

Chemistry is the study of the physical and chemical properties of matter, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

The Preliminary course develops a knowledge of atomic structure, chemical changes, rates of reaction and relationships between substances by focusing on increasing students’ understanding of the Earth’s resources, the development of increasingly sophisticated methods to extract and use metals, the importance of water on Earth and high energy carbon compounds.

The HSC course builds on the concepts developed in the Preliminary course, expanding on areas such as the search for new sources of traditional materials, the design and production of new materials, the management and monitoring of chemicals that have been developed and/or released as a result of human technological activity and the way in which environmental problems could be reversed or minimised. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

Topics Covered: Preliminary Course : Core Modules
1) The Chemical Earth , 2) Metals, 3) Water , 4) Energy

Topics Covered: HSC Course : Core Modules
1) Production of Materials, 2) The Acidic Environment, 3) Chemical Monitoring and Management

+ One Option from the following modules:
1) Industrial Chemistry, 2) Shipwrecks, Corrosion and Conservation, 3) The Biochemistry of Movement, 4) The Chemistry of Art, 5) Forensic Chemistry

Particular Course Requirements

Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Chemistry Skills modules 8.1 (Preliminary) and 9.1 (HSC).

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td>Knowledge and understanding of: • the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry</td>
</tr>
<tr>
<td>Section I Part A</td>
<td>20</td>
<td>• atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry</td>
</tr>
<tr>
<td>Objective response questions</td>
<td></td>
<td>Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources</td>
</tr>
<tr>
<td>Section I Part B</td>
<td>55</td>
<td>- Skills in:</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>• communicating information and understanding</td>
</tr>
<tr>
<td>Section II (Options)</td>
<td></td>
<td>• developing scientific thinking and problem-solving techniques</td>
</tr>
<tr>
<td>• There is one question on each Option. Each question will consist of short-answer parts</td>
<td>25</td>
<td>• working individually and in teams</td>
</tr>
<tr>
<td>• Students answer the question on the Option they have studied</td>
<td></td>
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<tr>
<td></td>
<td>100</td>
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</tr>
</tbody>
</table>
Contact Teacher:  

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.

**Preliminary Course**  
Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Components to be completed are:
- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).

**HSC Course**  
Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology
- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.

**Particular Course Requirements**  
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published Course Prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Core Performance</td>
<td>20</td>
<td>Core Performance</td>
<td>20</td>
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<tr>
<td>Solo dance and Viva voce</td>
<td></td>
<td>Core Composition</td>
<td>20</td>
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<tr>
<td>Core Composition</td>
<td>20</td>
<td>Core Appreciation</td>
<td>20</td>
</tr>
<tr>
<td>Solo composition and Viva voce performed by another student</td>
<td></td>
<td>Development of Major Study</td>
<td>40</td>
</tr>
<tr>
<td>Core Appreciation</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A written examination (one hour)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Major Study</td>
<td>40</td>
<td></td>
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</tr>
<tr>
<td>• Major Study Performance</td>
<td></td>
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<tr>
<td>• One solo dance and Viva voce or</td>
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<tr>
<td>• Major Study Composition</td>
<td></td>
<td></td>
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<tr>
<td>• One dance composition: new solo, group dance and Viva voce or</td>
<td></td>
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<tr>
<td>• Major Study Appreciation</td>
<td></td>
<td></td>
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<tr>
<td>• Written examination: 1 1/4-hours or</td>
<td></td>
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</tr>
<tr>
<td>• Major Study-- Dance &amp; Technology</td>
<td></td>
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<tr>
<td>• Option 1: Choreographing the Virtual Body.</td>
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<tr>
<td>• Presentation of a choreographed work using 3D animation software and Viva voce or</td>
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<tr>
<td>Option 2: Film and Video.</td>
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<tr>
<td>Presentation filmed and edited choreographed work and Viva voce.</td>
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100 100
Contact Teacher: Tony Van Den Driest  
Course No: 15080

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

**Course Description**

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course, students study designing and producing, which includes the completion of at least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

**Main Topics Covered**

**Preliminary Course**

Designing and Producing, including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

**HSC Course**

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio addresses 3 key areas: project proposal and management, project development and realisation, and project evaluation.

**Particular Course Requirements**

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of 2 design projects. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and the presentation of a case study.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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</thead>
</table>
| The examination consists of:  
**Section I:** Written Paper.  
Part A – Multiple Choice  
Part B – short structured responses  
Part C – extended response questions  
**Section II:** Major Design Project  
This will include submission of:  
(i) a folio documenting the project proposal and project management, project development and realisation and project evaluation.  
(ii) a product system or environment. | 40 | Innovation and Emerging Technologies, including a compulsory case study of an innovation | 40 |
| | 60 | Designing and Producing (which may include aspects of the Major Design Project that are not assessed externally) | 60 |
| | 100 | | 100 |

**Overview:**

Design and Technology is designed to develop students' confidence, competence and responsibility in Designing, Producing and Evaluating. Design development and practical realisations are explored through a variety of design projects. Past design projects have included modelmaking, textiles and fashion design, wearable art, furniture, inventions, jewellery and consumer products.
The Senior School Handbook for 2014/15

Drama

Contact Teachers: April Galetti, Chloe Allen

Course No: 15090

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.

For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.

Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation, Playbuilding, Acting</td>
<td>Australian Drama and Theatre (Core content)</td>
</tr>
<tr>
<td>Elements of Production in Performance</td>
<td>Studies in Drama and Theatre</td>
</tr>
<tr>
<td>Theatrical Traditions and Performance Styles</td>
<td>Group Performance (Core content)</td>
</tr>
<tr>
<td></td>
<td>Individual Project</td>
</tr>
</tbody>
</table>

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 should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (Core)</td>
<td>30</td>
<td>Australian Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Studies in Drama and Theatre</td>
<td>30</td>
</tr>
<tr>
<td>A 1 1/2-hour written examination comprising two compulsory sections:</td>
<td></td>
<td>Development of Group Performance</td>
<td>20</td>
</tr>
<tr>
<td>Australian Drama and Theatre (Core)</td>
<td>40</td>
<td>Development of Individual Project</td>
<td>20</td>
</tr>
<tr>
<td>Studies in Drama and Theatre</td>
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Overview:

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.

23
The Senior School Handbook for 2014/15

ENGLISH (STANDARD)

<table>
<thead>
<tr>
<th>Contact Teacher: Gillian Rogers</th>
<th>Course No: 15130</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 explore and experiment with the ways events, experiences, ideas and processes are represented in and through texts.

In the HSC English (Standard) course, students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

**Main Topics Covered**

**Preliminary Course** – The course has two sections:
- Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.
- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.

**HSC Course** – The course has two sections:
- The HSC Common Content which consists of one Area of Study common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B and C.

**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 or media or 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 (Standard) Course requires the close study of:**
- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms
- prescribed stimulus booklet.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td>40</td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Paper 1 (2 hours)</strong></td>
<td></td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td>Area of Study (common course content)</td>
<td></td>
<td>Module B</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td><strong>Paper 2 (2 hours)</strong></td>
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<tr>
<td>Module A</td>
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<tr>
<td>Module B</td>
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<tr>
<td>Module C</td>
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</tbody>
</table>
The Senior School Handbook for 2014/15

OVERVIEW:

COMMON CONTENT FOR STANDARD AND ADVANCED ENGLISH COURSES

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

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 the breadth and depth of the set 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.

They will often struggle with the written demands of the courses – the analysis, synthesis and structure they require. However, there is relief in the variety of forms that written work can take: script (radio/film), feature articles, essays, speeches, etc.

Both courses offer a very wide range of ‘texts’ within which to explore various focus areas and specific themes. 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”.

“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

“Yes. Words conjure because they make up our thoughts, which in turn direct our actions.

The way we understand and use our language is enormously important in establishing our place in the complex scheme of things. That’s why English is the only compulsory subject in the HSC. 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. 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, playscripts, 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.

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. Students who are 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 either imaginative, analytical, interpretive or investigative – or it may be a combination. It must in one of the following media:
**The Senior School Handbook for 2014/15**

**ENGLISH (ADVANCED)**

<table>
<thead>
<tr>
<th>Contact Teacher: Gillian Rogers</th>
<th>Course No: 15140</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
<td>Exclusions: English (Standard); Fundamentals of English; English (ESL)</td>
</tr>
</tbody>
</table>

**Course Description**

In the Preliminary English (Advanced) course, students explore the ways that events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the HSC English (Advanced) course students analyse and evaluate texts, and the ways that they are valued in their contexts.

**Main Topics Covered**

**Preliminary Course** – The course has two sections:

• Content common to the Standard and Advanced courses is undertaken through a unit of work called an Area of Study. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course content. Students undertake at least one Area of Study.

• Electives in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 60% of the content.

**HSC Course** – The course has two sections:

• The HSC Common Content consists of one Area of Study common to the HSC Standard and the Advanced courses where students analyse and explore texts and apply skills in synthesis.

• Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three Modules A, B and C.

**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 or media or 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 five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts

• a wide range of additional related texts and textual forms

• prescribed stimulus booklet.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Paper 1 (2 hours)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Area of Study (common course content)</td>
<td>40</td>
<td>Area of Study (common course content)</td>
<td>40</td>
</tr>
<tr>
<td>Module A</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Module B</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Module C</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 2 (2 hours)</td>
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<td></td>
<td></td>
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<tr>
<td>Module A</td>
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<tr>
<td>Module B</td>
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<tr>
<td>Module C</td>
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<td></td>
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<tr>
<td>60</td>
<td>100</td>
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<tr>
<td>100</td>
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</tbody>
</table>
The Senior School Handbook for 2014/15  
**PRELIMINARY ENGLISH EXTENSION**  
**HSC ENGLISH EXTENSION 1**  
**HSC ENGLISH EXTENSION 2**

| Contact Teacher: Gillian Rogers | Course No: 11150  
|  | Course No: 15160  
|  | Course No: 15170  
| 1 unit of study for each of Preliminary and HSC  
| **Prerequisites:** (a) 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 1, students explore ideas of value and consider how cultural values and systems of valuation arise.  
| In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.  
| **Main Topics Covered**  
| **Preliminary Extension Course**  
| The course has one mandatory section: Module: Texts, Culture and Value.  
| **HSC English Extension Course 1**  
| The course has one section. Students must complete one elective chosen from one of the three modules offered for study:  
| • Module A: Genre  
| • Module B: Texts and Ways of Thinking  
| • Module C: Language and Values.  
| **HSC English Extension Course 2**  
| The course requires students to complete a Major Work.  
| **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 prescribed texts (as outlined in the prescriptions document, HSC English 2003 and 2004 Electives and Prescribed Texts).  
| **HSC English Extension Course 2** requires completion of a Major Work and a statement of reflection.  
| **Assessment: HSC English Extension Course 1**  
| | External Assessment | Weighting | Internal Assessment | Weighting |
| | A written examination of two hours duration | 50 | Module A, B or C (three tasks will be submitted) | 50 |
| | 50 | 50 |
| **Assessment: HSC English Extension Course 2**  
| | External Assessment | Weighting | Internal Assessment | Weighting |
| **Submission of Major Work**  
Including a 1000–1500 word (maximum) reflection statement | 50 | Proposal: Presentations of proposal for Major Work | 10 |
|  |  | Viva Voce: Interview and discussion/exploration of the work in progress | 30 |
|  |  | Report: The impact of independent investigation on the development of the Major Work | 10 |
| | 50 | 50 |
## Geography

**Contact Teacher:** Jane Beattie  
**Course No:** 15190  

<table>
<thead>
<tr>
<th>Board Developed Course</th>
<th>Exclusions: Nil</th>
</tr>
</thead>
</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.

### Preliminary Course

- **Biophysical Interactions (45%)** – how biophysical processes contribute to sustainable management.
- **Global Challenges (45%)** – geographical study of issues at a global scale.
- **Senior Geography Project (10%)** – a geographical study of student’s own choosing.

### HSC Course

- **Ecosystems at Risk (33%)** – the functioning of ecosystems, their management and protection.
- **Urban Places (33%)** – study of cities and urban dynamics.
- **People and Economic Activity (33%)** – 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 must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination</td>
<td></td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Multiple-choice</td>
<td></td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td>Short answers</td>
<td>15</td>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>30</td>
</tr>
<tr>
<td>Extended responses</td>
<td>25</td>
<td>Geographical writing</td>
<td>40</td>
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<td>60</td>
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</tbody>
</table>

**Overview:**

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 which 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.
### Contact Teacher: Jane Beattie

<table>
<thead>
<tr>
<th>Course No: 15220</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 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 the role of the individual. 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.

#### Preliminary Course
- **Part I – The Legal System (40% of course time)**
- **Part II – The Individual and the State (20% of course time)**
- **Part III – The Law in Focus (40% of course time)**

Applications of this part 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.

#### HSC Course
- **Law and Society (25% of course time)**
- **Focus Study: Crime (25% of course time)**
- **Additional Focus Studies (50% of course time)**
- **Students will study two focus studies chosen from:**
  - Consumers
  - Family
  - Global environment
  - Indigenous peoples
  - Shelter
  - Technological change
  - Workplace
  - World order.

#### Key themes incorporated across all topics:
- Justice, law and society
- Culture, values and ethics
- Conflict and cooperation
- Continuity and change
- Legal processes and institutions
- Effectiveness of the legal system.

#### Particular Course Requirements
- No special requirements

### Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination:</td>
<td>100</td>
<td>Examination/Class Tests</td>
<td>50</td>
</tr>
<tr>
<td>Law and Society</td>
<td>25</td>
<td>Research</td>
<td>40</td>
</tr>
<tr>
<td>Crime</td>
<td>25</td>
<td>Oral</td>
<td>10</td>
</tr>
<tr>
<td>Focus Studies</td>
<td>50</td>
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</tbody>
</table>

#### Overview:

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.
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, Multimedia Industries and Timber Products and Furniture.

**Contact Teacher:** Josh Scott-Jour

**Course No:** 15200

**Course Description**

Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The Focus Areas include Automotive Industries; **Building and Construction Industries**; Electronics Industries; Graphics Industries; Metals and Engineering Industries; **Multimedia Industries**; Plastics Industries; **Timber Products and Furniture Industries**.

**Preliminary Course**

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety
- Design and Management – designing, drawing, computer applications, project management
- Workplace Communication – literacy, calculations, graphics
- Industry-specific Content and Production.

**HSC Course**

The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:

- Industry Study
- Design and Management
- Workplace Communication
- Industry-specific Content and Production.

**Particular Course Requirements**

In the Preliminary course, students must design, develop and construct a minimum of 2 projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1½-hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section I:</strong> 3 questions Industry Study, Design &amp; Management, Workplace Communication</td>
<td></td>
<td>Designing, planning and management</td>
<td>20</td>
</tr>
<tr>
<td><strong>Section II:</strong> 2 questions questions specific to the industry focus area</td>
<td></td>
<td>Workplace communication</td>
<td>10</td>
</tr>
<tr>
<td>Major Project and related management folio</td>
<td>60</td>
<td>Industry-specific content</td>
<td>50</td>
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<tr>
<td>100</td>
<td>100</td>
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</tbody>
</table>

**Overview:**

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, Multimedia Industries and Timber Products and Furniture.
### Overview:

There are two courses in Mathematics to choose from. Students are encouraged to select the appropriate course to keep their tertiary options open. Gerard, Justin or John will advise you on what level you should study.

<table>
<thead>
<tr>
<th>Contact teacher: Justin Isaac</th>
<th>Course No: 15230</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC</td>
<td></td>
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<tr>
<td>Board Developed Course</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong> The course is constructed on the assumption that students have achieved the outcomes in the Year 10 5.1/5.2 Mathematics course.</td>
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</tr>
<tr>
<td><strong>Exclusions:</strong> Students may <strong>not</strong> study any other Stage 6 Mathematics course in conjunction with General Mathematics.</td>
<td></td>
</tr>
</tbody>
</table>

#### Main Topics Covered

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>Focus Studies</th>
<th>HSC Course</th>
<th>Focus Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Topics</strong></td>
<td>• Mathematics</td>
<td>• Mathematics</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>• Financial Mathematics &amp; Communication</td>
<td>• Mathematics &amp; Driving</td>
<td>• Financial Mathematics &amp; Health</td>
<td>• Mathematics &amp; Resources</td>
</tr>
<tr>
<td>• Data Analysis</td>
<td>• Measurement</td>
<td>• Probability</td>
<td>• Algebraic Modelling</td>
</tr>
<tr>
<td>• Measurement</td>
<td>• Probability</td>
<td>• Algebraic Modelling</td>
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<tr>
<td>• Probability</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Algebraic Modelling</td>
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</tbody>
</table>

#### Course Description

General Mathematics 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.

#### External Assessment

| A single HSC examination of two and one half hours’ duration. | 100 |
| No more than 30% of the examination will be based on the Preliminary course. | |
| Questions based on the Preliminary course can also be asked when they lead in to questions based on the HSC course. Marks from these lead-in questions will not be counted in the 30% Preliminary allowance. | |
| Calculators, including graphics calculators, that meet Board requirements (as advised through the Official Notices section of the Board Bulletin) may be used. | |
| Geometrical instruments and approved geometrical templates may be used. | |

#### Internal Assessment

| A variety of assessment tasks across all of the content of the course. | 100 |
| Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for General Mathematics. No more than 30% of the assessment is to be based on the Preliminary course. | |

| 100 | 100 |
**Contact Teacher:** John Bushelle

**Course No:** 15240

<table>
<thead>
<tr>
<th>2 units for each of Preliminary and HSC</th>
<th>Board Developed Course</th>
</tr>
</thead>
</table>

**Prerequisites:** The course is constructed on the assumption that students have achieved the outcomes in the core of the Intermediate Mathematics course for the School Certificate, along with the recommended options.

**Exclusions:** General Mathematics

### 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
- Trigonometry
- 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 Calculus
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of Calculus to the Physical World
- Probability
- Applications of Series and Sequences

### External Assessment

A single written examination paper of three hours duration, consisting of ten questions of equal value. No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course. Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment in both components. Once the assessment of the HSC course has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.
Contact Teacher: John Bushelle

Course No: 15250

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

Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the core of the Advanced Mathematics course for the School Certificate, along with the recommended options.

Exclusions: General Mathematics

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. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

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 $\sin^2x$ and $\cos^2x$</td>
</tr>
<tr>
<td>• Further Trigonometry</td>
<td>• Further Exponential Growth &amp; Decay</td>
</tr>
<tr>
<td>• Angles between two lines</td>
<td>• Velocity and Acceleration as a Function of $x$</td>
</tr>
<tr>
<td>• Internal and external division of an interval into given</td>
<td>• Projectile Motion</td>
</tr>
<tr>
<td>ratios</td>
<td>• Simple Harmonic Motion</td>
</tr>
<tr>
<td>• Parametric Representation</td>
<td>• Inverse Functions and Inverse Trigonometric Functions</td>
</tr>
<tr>
<td>• Permutations and Combinations</td>
<td>• Mathematical Induction</td>
</tr>
<tr>
<td>• Polynomials</td>
<td>• Binomial Theorem</td>
</tr>
<tr>
<td>• Harder applications of the Mathematics Preliminary</td>
<td>• Further Probability</td>
</tr>
<tr>
<td>course topics</td>
<td>• Iterative methods for numerical estimation of the roots of a polynomial equation</td>
</tr>
</tbody>
</table>

External Assessment

Two written examination papers. One paper is the Mathematics course paper and is of three hours duration. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of seven questions of equal value.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student’s knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student’s reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment in both components.

School assessment for the Mathematics Extension 1 HSC course can be based on the whole of the Mathematics Extension 1 course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
The investigation can be either integrated into any aspect of the Preliminary course or attempted as a separate project, individually or as part of a group.

Main Topics Covered

Preliminary Course

• **Part 1: Case Studies (50%)**
  
  At least TWO Case Studies should be undertaken.

• **Part II: Historical Investigation (20%)**

  The investigation can be either integrated into any aspect of the Preliminary course or attempted as a separate project, individually or as part of a group.

• **Part III: Core Study: The World at the Beginning of the 20th Century (30%)**

  **A source-based approach is to be used.**

HSC Course

• **Part I: Core Study: World War I: 1914–1919: A source-based study (25%)**

• **Part II: ONE National Study (25%)**

• **Part III: ONE Personality in the 20th Century (25%)**

• **Part IV: ONE International Study in Peace and Conflict (25%)**

Particular Course Requirements

In the Preliminary course, ONE Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America. The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section I: Core Study</strong></td>
<td></td>
<td>Source-based short-answer &amp; multiple choice questions</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section II: National Studies</strong></td>
<td></td>
<td>Extended response</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section III: Personalities in the 20th Century</strong></td>
<td></td>
<td>Extended response in 2 parts</td>
<td>25</td>
</tr>
<tr>
<td><strong>Section IV: International Studies in Peace and Conflict</strong></td>
<td></td>
<td>Extended response</td>
<td>25</td>
</tr>
</tbody>
</table>

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Overview:

“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...” - (from Rationale for Modern History, Board of Studies Modern History Syllabus.)
The Senior School Handbook for 2014/15

MUSIC 1

**Contact Teacher:** Ross Nobel

<table>
<thead>
<tr>
<th>Course No: 15290</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 units for each of Preliminary and HSC Board Developed Course</td>
</tr>
</tbody>
</table>

**Prerequisites:** Music mandatory course (or equivalent)

**Exclusions:** Music 2

**Course Description**

In the Preliminary and HSC courses, 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.

**Main Topics Covered**

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

**Particular Course Requirements**

**HSC course**

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

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

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core Performance</td>
<td>10</td>
</tr>
<tr>
<td>Written examination – Aural Skills (45–60 minutes)</td>
<td>30</td>
<td>Core Composition</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>Core Musicology</td>
<td>10</td>
</tr>
<tr>
<td>Three electives from any combination of:</td>
<td></td>
<td>Core Aural</td>
<td>25</td>
</tr>
<tr>
<td>- Performance (one piece)</td>
<td></td>
<td>Elective 1</td>
<td></td>
</tr>
<tr>
<td>- Composition (one submitted composition)</td>
<td></td>
<td>Elective 2</td>
<td>15</td>
</tr>
<tr>
<td>- Musicology (one <em>viva voce</em>)</td>
<td></td>
<td>Elective 3</td>
<td>15</td>
</tr>
<tr>
<td>Elective 1</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 2</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 3</td>
<td>20</td>
<td></td>
<td></td>
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<td></td>
<td>100</td>
<td></td>
<td>100</td>
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</tbody>
</table>

**Overview:**

The purpose of Music 1 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 addition to core studies, students select two options in each of the Preliminary and HSC courses.

### Preliminary Course

**Core Topics (70%)**
- Meanings of Health and Physical Activity
- Better Health for Individuals
- The Body in Motion

**Optional Component (30%)**
Students to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### HSC Course

**Core Topics (60%)**
- Health Priorities in Australia
- Factors Affecting Performance

**Optional Component (40%)**
Students to select two options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

### Particular Course Requirements

In addition to core studies, students select two options in each of the Preliminary and HSC courses.

### Overview:

Rationale: 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, 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 field work in an attempt to make the practical ‘live’.
**Core and Option sections of the paper.**

Module 9.1 will be incorporated into both the

Questions/question parts focusing on Core

consisting of:

A three-hour written examination

Assessment: HSC Course only

and HSC course time with no less than 35 hours in the HSC course.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary

skill outcomes described in the Physics Skills modules 8.1 (Preliminary) and 9.1 (HSC).

Each module specifies content which provides opportunities for students to develop the full range of

understanding provided by improved technology to examine areas of current research.

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and

magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the

mechanisms that maintain the physical conditions of planet Earth.

The HSC course builds on the concepts of the Preliminary course by expanding on areas such as relativity, the motor effect and solid state physics, and by focusing on space flight, motors and generators and the scientific advances involved in the development of semi-conductors and electronics. The options cover a variety of interest areas and draw on the increased information and understanding provided by improved technology to examine areas of current research.

**Topics Covered**

**Preliminary Course**

Core Modules

- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

**HSC Course**

Core Modules

- Space
- Motors and Generators
- From Ideas to Implementation

**One Option from the following modules:**

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

**Particular Course Requirements**

Each module specifies content which provides opportunities for students to develop the full range of skill outcomes described in the Physics Skills modules 8.1 (Preliminary) and 9.1 (HSC).

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination consisting of: Core Modules</td>
<td>75</td>
<td>Knowledge and understanding: - Prescribed Focus Areas (outcomes H1–H5) - Domain (outcomes H6–H10). Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations. Skills in scientific thinking, problem solving and in communicating understanding and conclusions.</td>
<td>40</td>
</tr>
<tr>
<td>Multiple-choice questions</td>
<td></td>
<td>- Domain (outcomes H6–H10). Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations. Skills in scientific thinking, problem solving and in communicating understanding and conclusions.</td>
<td>30</td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
<td>Note: No more than 50% weighting may be allocated to examinations and topic tests.</td>
<td>30</td>
</tr>
<tr>
<td>Options (one only to be attempted) Short-answer part-questions</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions/question parts focusing on Core Module 9.1 will be incorporated into both the Core and Option sections of the paper.</td>
<td></td>
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<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>
Overview:
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 theoretical 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.
Contact Teacher: Sandra Bain

Course No: 15350

Exclusions: Nil

2 units for each of Preliminary and HSC Board Developed Course

Course Description

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

Areas of study which are drawn upon include social, psychology, anthropology, sociology, political science, legal studies, as well as more integrated fields such as communication, future studies, and peace and conflict studies.

Preliminary Course

• The Social and Cultural World (20%) – the interaction between aspects of society and cultures
• Personal and Social Identity (40%) – socialisation and coming of age in a variety of social and cultural settings.
• Intercultural Communication (40%) – how people in different cultures interact and communicate.

HSC Course

Core

• Social and Cultural Continuity and Change (30%) – the nature, continuity and change, research and study of a selected country
• The Personal Interest Project (30%) – an individual research project.

Depth Studies (40%)

Two to be chosen from:

• Popular Culture – the interconnection between individuals and popular culture
• Belief Systems – role of belief systems in societies, cultures and personal life
• Equality and Difference – the nature of equality and difference in societies and cultures
• Work and Leisure – the nature and role of work and leisure in society.

Particular Course Requirements: Completion of Personal Interest Project.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two-hour written examination, including multiple choice, short answer and extended response questions</td>
<td>60</td>
<td>Oral Application of methodological skills</td>
<td>20</td>
</tr>
<tr>
<td>Personal Interest Project</td>
<td>40</td>
<td>Secondary research Tests/exams</td>
<td>20</td>
</tr>
</tbody>
</table>

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| | | 100 100 |

Overview:

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. 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 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. Careers relevant to this course include: Psychology, Anthropology, Political Science, Legal Studies, Child Care, Nursing, Journalism, Media and Communication Studies.
The Senior School Handbook for 2014/15

**VISUAL ARTS**

**Contact Teacher:** Deirdre Korobacz  
**Course No:** 15400

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**
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.

**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 and interest 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 artmaking, art criticism and art history.

**Assessment: HSC Course only**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1½-hour written examination paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>100</td>
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<td>100</td>
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</tbody>
</table>
**Entertainment Industry Curriculum Framework**

(Approved August 2004)

This curriculum framework includes courses that are accredited for the HSC and provide students with the opportunity to obtain nationally recognised vocational qualifications.

**Qualifications**

Depending on the selection and achievement of units of competency:

- Students undertaking Entertainment Industry (120 indicative hours) will be eligible for a Certificate II in Live Production, Theatre and Events.
- Students undertaking Entertainment Industry (240 indicative hours) will be eligible for Certificate III in Live Production, Theatre and Events (Construction and Manufacturing) or Certificate III in Live Production, Theatre and Events (Technical Operations) or Certificate III in Venues and Events (Customer Service) or a Statement of Attainment showing partial completion of Certificates III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Lighting or Audio or Staging or Vision Systems.

**Exclusions**

Students may not undertake the same or equivalent unit of competency in more than one VET course.

The Entertainment Industry Curriculum Framework contains some common units with the Business Services, Hospitality, Construction and Metal and Engineering Curriculum Frameworks.

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**Entertainment Industry (120 Indicative Hours)**

**Contact Teacher:** April Galetti

2 Preliminary and/or HSC units in total

Board Developed Course

**Course Description**

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live production, theatre and events industries.

The course comprises 5 compulsory units of competency and a selection of elective units of competency from the Entertainment Industry (240 indicative hours) course.

**Main Topics Covered**

The course is flexible, with students able to select units of competency from the entertainment and music industries. The compulsory units of competency represent the basic skills, knowledge and attitudes required for workers within the entertainment industry. The compulsory units of competency specifically address workplace communication, working with others in the industry, basic entertainment industry knowledge and working in culturally diverse environments. Electives include areas such as technical general, costume, make-up, props, scenic art, sets, audio, lighting, staging, marketing and music industry.

**Particular Course Requirements**

Students must undertake a minimum of 35 hours of work placement.

**Competency-based Assessment**

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an entertainment environment. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.
### Contact Teacher: April Galetti

#### Course Description
The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live production, theatre and events industries.

The course comprises 13 compulsory units of competency and a selection of elective units of competency from the entertainment and music industries.

#### Main Topics Covered
The course is flexible, with students able to select units of competency from the entertainment and music industries. The compulsory units of competency represent the basic skills, knowledge and attitudes required for workers within the entertainment industry. The compulsory units of competency specifically address workplace communication, working with others in the industry, basic entertainment industry knowledge and working in culturally diverse environments.

Electives include more specialised units of competency from the entertainment industry that contribute to Certificate III qualifications, for example technical general, costume, make-up, props, scenic art, sets, audio, lighting, staging, marketing and music.

#### Particular Course Requirements
Students must undertake a minimum of 70 hours of work placement.

#### Assessment

**Competency-based Assessment**

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in an entertainment environment. There is no mark awarded in competency-based assessment. Students are assessed as either ‘competent’ or ‘not yet competent’.

Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor in a competency record book.

Competency-based assessment determines the vocational qualification that a student will receive.

**External Assessment (optional HSC examination)**

The Higher School Certificate examination for Entertainment Industry (240 indicative hours) will involve a written examination consisting of multiple-choice items, short answers and extended response items.

The questions will be based on units of competency and HSC Requirements and Advice detailed in the syllabus.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.
ENTERTAINMENT INDUSTRY (240 INDICATIVE HOURS)/CONT

Qualifications
Depending on the selection and achievement of units of competency students who are assessed as competent for Entertainment Industry (240 indicative hours) will be eligible for:
• Certificate III in Live Production, Theatre and Events (Construction and Manufacturing), or
• Certificate III in Live Production, Theatre and Events (Technical Operations) or
• Certificate III in Venues and Events (Customer Service), or
• Statement of Attainment showing partial completion of Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Lighting, or
• Statement of Attainment showing partial completion of Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Audio, or
• Statement of Attainment showing partial completion of Certificate III in Live Production, Theatre and Events (Technical Operations) with a specialisation in Staging, or
BOARD ENDORSED COURSES

There are two types of Board Endorsed Courses – Content Endorsed Courses and School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student’s Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admissions Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.
Contact Teachers: Gillian Rogers, Praba Manning

Course No: Prelim 30100

HSC 30110

Exclusions: English (Standard), English (Advanced), English (ESL), English (Extension)

Course Description

- Stage 6 English Studies is a Content Endorsed Course with no HSC examination
- Satisfactory completion of English Studies will fulfill English requirements for the Higher School Certificate. The course will count towards the 6 units of Board Developed Courses required for the award of the Higher School Certificate
- Students who complete the course are not eligible for the calculation of an Australian Tertiary Admission Rank (ATAR).

Preliminary course: 120 indicative hours: 3 – 5 modules - 20 – 40 indicative hours per module

HSC course: 120 indicative hours: 3 – 5 modules - 20 – 40 indicative hours per module

Through the study of English Studies students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning. Student will develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.

Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts and develop skills in planning and working both individually and collaboratively, and reflect on learning.

Main Topics Covered

Mandatory Modules: Preliminary: Achieving through English – English and the worlds of education, careers and community. HSC: We are Australians – English in citizenship, community and cultural identity.

Elective modules (Preliminary or HSC)


Additional and Revised Modules (Preliminary or HSC)


Overview:

The aim of English Studies is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

English Studies provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfill a variety of purposes. Responding to and composing texts provides students with the opportunity to develop and appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.
MARINE STUDIES

Contact Teacher: Gerard Braithwaite
Board Endorsed Course
Exclusions: Nil

The oceans cover more than 70 per cent of the earth’s surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first-century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning, honing students’ acquired skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the 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 in safe practices in the marine context.

Overview:

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 skills that allow students to participate safely in a wide range of practical experiences. Typical Units studied over a two year period are: Red Cross First Aid Certificate, Bronze Medallion, Diving and Diving Science (typically leading to the award of Advanced Or Rescue Diver), Underwater photography and videography, Power Boating licence, Coastal studies, Marine Biology introduction, Marine Biology- fish identification and survey techniques, Coral Reef ecology and a Personal Interest Project in Year 12.

Students are also able to complete some of these elements offline leading to the accrual of 1 or 2 units if they have a timetable clash.

Offline students complete work in their own time. They usually attend field trips and excursions but generally do not attend the regular classes. Not all Units are able to be completed offline and students should consult with the teacher to find out what offline Units are available in the coming year.
### Contact Teachers:
Deirdre Korobacz & Gerard Braithwaite

### Board Endorsed Course
- **Prelim** 2 Unit 63089
- **HSC** 2 Unit 63091

### Course Description:

All Year 11 students will undertake this course of study. It is also an elective choice in Year 12.

The course may be studied as a single year course or as a 2 year course. There are 3 core modules in both the Preliminary and the HSC course. The remaining time consists of 4 other elective modules each year.

It is a course that has been designed by Shearwater to complete our Steiner School Learning Program. The course takes an holistic approach to the challenge of finding one’s way into the world in the 21st Century, and provides a comprehensive and balanced view of regional and world events and their relevance. 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.

Each of the modules in each unit would be taught as a Main Lesson, each being related to the others.

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Hours</th>
<th>Elective Modules <em>(optional)</em></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Goethe’s theory of Colours -</td>
<td>18</td>
<td>1 Globalisation and its impact</td>
<td>16.5</td>
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<tr>
<td>2 Eurythmy- visible speech and tone</td>
<td>18</td>
<td>2 History of Mathematical Thinking</td>
<td>16.5</td>
</tr>
<tr>
<td>3 Meditation- yoga and the mind I</td>
<td>18</td>
<td>3 The Philosophy of Freedom</td>
<td>16.5</td>
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<tr>
<td>4 Goethe’s Metamorphosis of Plants</td>
<td>18</td>
<td>4 Spirituality and world Religions</td>
<td>16.5</td>
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<tr>
<td>5 Eurythmy- visible speech and tone</td>
<td>18</td>
<td>5 Contemporary Cinema</td>
<td>16.5</td>
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<tr>
<td>6 Meditation- yoga and the mind II</td>
<td>18</td>
<td>6 The Responsibilities of Freedom</td>
<td>16.5</td>
</tr>
<tr>
<td>7 E-Morality,H. A. Society &amp; the law</td>
<td>16.5</td>
<td>7 In Search of an Australian Identity1</td>
<td>16.5</td>
</tr>
<tr>
<td>8 E-Human Evolution and Civilization1</td>
<td>16.5</td>
<td>8 In Search of an Australian Identity2</td>
<td>16.5</td>
</tr>
<tr>
<td>9 E-Human Evolution and Civilization2</td>
<td>16.5</td>
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<tr>
<td>10 E-The Flight of the Shearwater</td>
<td>16.5</td>
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<tr>
<td>11 E-Sacred Geometry</td>
<td>16.5</td>
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<tr>
<td>12 E-Asia in Transition</td>
<td>16.5</td>
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**E = elective module**

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Each module will require the completion of assessment tasks and tests.</th>
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<tr>
<th>Components:</th>
<th>Weighting %</th>
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<tbody>
<tr>
<td>Individual Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Folio of Work</td>
<td>30%</td>
</tr>
<tr>
<td>End of Year Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Research Task</td>
<td>30%</td>
</tr>
</tbody>
</table>
**Contact Teacher:** Tony Van den Driest

**Course Description**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students’ experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students’ understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

**Main Topics Covered**

Modules may be selected in any of the three broad fields of:

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Particular Course Requirements**

Students are required to keep a diary throughout the course.

**Overview:**

*Photography, Video and Digital Imaging* 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 is 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 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.
### Contact Teacher: Deirdre Korobacz

**Content Endorsed 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

This course provides students with opportunities to exploit the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

### Main Topics Covered

Modules may be selected in any of the four broad fields of:
- graphic design
- wearable design
- product design
- interior/exterior design.

The additional module Individual/Collaborative Project extends students’ learning experiences and may reflect students’ increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

### Particular Course Requirements

Students are required to keep a diary throughout the course.


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Information for parents: for all the facts parents need to know about UAC and about helping your child navigate their way through the university admissions process, visit this site: [http://www.uac.edu.au/schoolink/](http://www.uac.edu.au/schoolink/)

The following publications are available to assist students considering which subjects to choose for the HSC. (The Library has copies.)

University Entry Requirements – University Admissions Centre
Tertiary Entrance Requirements – Year 10 booklet
Studying for the NSW HSC – An Information booklet for Year 10 Students
Web site Job Information Resource: jobguide.detya.gov.au
Objectives of Network Access
Shearwater Steiner School provides a variety of computers, printers, and other equipment for the use of students and staff. This equipment is networked to provide optimum use of resources and allow communication, sharing of data and access to the Internet.

Students and staff have access to a School email account and the Internet.

With access to computers and the Internet also comes availability of material that may not be considered to be of educational value in the context of the School setting. On a global network it is impossible to control all materials and an industrious user may discover controversial information.

We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with our educational goals.

The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of your responsibilities.

In general, this requires efficient, ethical and legal utilisation of the network resources. If a user violates any of these provisions, his or her access will be restricted or removed, School disciplinary and/or appropriate legal action may be taken and future access could possibly be denied.

The signature(s) on the Shearwater Steiner School Network User Application indicates the signatories have read the terms and conditions carefully and understand their significance.

Terms and Conditions
1. **Acceptable Users:** The purpose of computer use at Shearwater Steiner School is to support research and education by providing access to unique resources and opportunity for collaborative work. Computer use must be in support of education and research and consistent with educational objectives. Use of other organisation’s network and computing resources must comply with the rules appropriate for that network. Transmissions of any material in violation of any Australian or State regulation are prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use of product advertisement or political lobbying is also prohibited. Use for commercial activities is generally not acceptable.

2. **Privileges:** The use of the Shearwater Steiner School network is a privilege, not a right. In the event of inappropriate use the School may: -
   a. Deny, revoke, or suspend specific user access e.g. suspension of user access to pornography/inappropriate material attributed to that user ID.
   b. Instigate School disciplinary action e.g. suspension or expulsion for vandalism.
   c. Take appropriate legal action e.g. student reported to police for selling and distributing illegal material.

   Each student who receives access will participate in a discussion with a Shearwater Steiner School staff member pertaining to the proper use of the network. The system administrator and staff will deem what is inappropriate use and their decision is final.
3. **Netiquette**: You are expected to abide by the general accepted rules of network etiquette. These include, but are not limited to, the following:
   a. Be polite. Your messages should not be abusive to others.
   b. Use appropriate language. Do not swear, use vulgarities, or any other language deemed inappropriate.
   c. Do not reveal your personal address or phone number. Do not reveal the personal addresses and/or phone numbers of fellow students or colleagues.
   d. Illegal activities are strictly forbidden.
   e. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
   f. Do not use the network in any way that would disrupt network services for other users.
   g. All communications and information accessible via the network should be assumed to be private property.

4. **Vandalism**: Vandalism will result in cancellation of privileges.
   Vandalism is defined as any malicious attempt to harm or destroy hardware, software, data of another user, or any agencies or other networks that are connected to the School network. This includes, but is not limited to, the uploading or creation of computer viruses.

5. **Security**: Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem, you must notify a staff member who will in turn notify a system administrator.
   a. Do not use another individual’s account.
   b. Do not give other people your user name or password.
   c. Do not leave a computer logged on in your name.
   d. You are responsible for any action carried out by your user name. This includes storage of material, transmission of data, and vandalism.
   e. Attempts to login as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Network.

6. **Non-Liability**: Shearwater Steiner School makes no warranties of any kind, whether expressed or implied, for the service it is providing. Shearwater Steiner School will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors or omissions. Use of any information obtained via Shearwater Steiner School is at the user’s own risk. Shearwater Steiner School is not responsible for the accuracy or quality of information obtained.

7. **Exception of Terms and Conditions**: All terms and conditions as stated in this document are applicable to Shearwater Steiner School. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties.

8. The School reserves the unilateral right to amend, add or delete any part of this policy.