



# SENIOR STUDIES HANDBOOK

A guide to subject choices and course patterns for

Years 11 and 12

Studying for the NSW

Higher School Certificate

2020

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# FROM THE PRINCIPAL

Dear Students and Parents,

At NEGS we offer a broad range of subject options for senior studies. This booklet contains important information regarding all those options and I suggest that you keep it for ready reference as you discuss subject selections for 2020.

*What should guide your decisions?*

**Motivation** is always one important determinant of achievement. Generally, we find that students do best when they choose curriculum areas which they enjoy and in which they have already experienced some success. Students, your academic reports have provided useful feedback on your learning so far, and you may have developed some strong preferences. This helps you to understand your **abilities**.

It is also helpful to consider future career paths. We have provided some information which you can use to match your abilities and interests with a range of existing careers. Parents should be aware, however, that only a minority of students at this age will have made firm decisions about what they eventually want to do, and that it is likely that new careers will open up well before your daughters have completed their tertiary studies. Accordingly, it is critical that the subject pattern chosen should address a range of future career options. This assists in understanding your **interests**.

A word of caution! Students, do not anticipate that your favourite teacher will take a particular subject. Our timetable is never firmed up until late in the year. Also, be aware that classes without sufficient numbers or resources may not run.

Remember that you will continue to learn and that the following two years will present you with opportunities to broaden your understanding and skills. Examine your options carefully, seek advice and when you have decided wisely, commit yourselves to really doing your best. Start the way you intend to proceed; thoughtfully, realistically and with enthusiasm.

Mr Jones, Director of Teaching and Learning, Mrs Swartz, Deputy Principal and your Year Advisor, are available to help you further with your decision-making. I encourage you to talk with them as you work through the available options.

Mary Anne Evans  
Principal

# THE HIGHER SCHOOL CERTIFICATE

## General advice to students

The pattern of study that you select for the Higher School Certificate should depend on your interests and abilities. Your choice should be realistic, and based on the information and advice of teachers, parents and counsellors specialising in this field.

The decisions you make will be your responsibility in the long run.

Therefore, you are encouraged to CHECK ALL ADVICE YOU ARE GIVEN.

This Senior Studies Handbook presents a synopsis of all the courses we hope to offer at this school. However, there can be no guarantee that all of these courses will actually operate. Less popular subjects are obviously likely to be excluded.

Whilst opportunities for changing subject choices in Year 11 do exist, it is important to realise that it is the initial choice of subjects by students which determines whether some subjects will operate at all, whether a subject may be offered on more than one line, and the line placement of subject combinations. Therefore, ill-considered subject choices result in an overall subject selection pattern for candidates which may jeopardise opportunities for changing into another course during Year 11.

In establishing the subject selection lines for Year 11, every effort is made to satisfy the majority of subject preferences for all candidates, but the school cannot provide any guarantee that this will be achieved. Unusual subject combinations will obviously exclude some students from a course they may wish to study.

Where subjects attract small numbers there may be the opportunity for students to join a class through TAFE or Distance Education. These courses incur additional fees.

Please examine the information which follows very carefully.

## WHAT TYPES OF COURSES CAN I SELECT?

There are different types of courses that you can select in Years 11 and 12.

### Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- the performance scale (except for Vocational Education and Training Courses)

NESA writes and approves a syllabus. All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

All Board Developed Course syllabuses are able to be viewed on the NESA website:

<http://www.educationstandards.nsw.edu.au>

## **Board Endorsed Courses**

There are two main types of Board Endorsed Courses - Content Endorsed Courses and School Designed Courses. NEGS does not currently offer any of these courses. Refer to the NESA website for further information.

## **TIME ALLOCATION**

In Years 11 and 12, 2 Unit courses are each 120 hours. Extension courses require a further 60 hours each.

## **WHAT ARE UNITS?**

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

Each unit involves class time of approximately 1.5 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 units = 3 hours per week (120 hours per year) = 100 marks

The following is a guideline to help you understand the pattern of courses.

### ***2 UNIT COURSE***

This is the basic structure for all courses. It has a value of 100 marks.

### ***EXTENSION COURSE***

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. These courses require students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Science, Music, some languages and VET.

English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Year 12 extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

### ***1 UNIT COURSE***

1 unit equals approximately 1.5 hours of class time each week or 60 hours per year.

There are a number of 1 unit Board Endorsed Courses. These courses (apart from Extension courses) do not count in the ATAR. NEGS does not offer any 1 unit courses other than extension courses.

## HSC SUBJECTS OFFERED TO YEAR 11, 2020

Category For calculation of ATAR	Subjects (All Board Developed Courses)	Year 12 Additional Options
A	2U English Standard	
A	2U English Advanced	
A	1U Extension English	Extension II
A	2U Agriculture	
A	2U Ancient History	Extension History
A	2U Biology	Extension Science
A	2U Business Studies	
A	2U Chemistry	Extension Science
A	2U Community and Family Studies	
A	2U Design and Technology	
A	2U Drama	
A	2U Economics	
A	2U Geography	
A	2U Investigating Science	Extension Science
A	2U Legal Studies	
A	2U Mathematics Standard	
A	2U Mathematics Advanced	
A	1U Mathematics Extension 1	Extension 2
A	2U Modern History	Extension History
A	2U Music 1 & 2	Extension Music
A	2U Personal Development, Health and Physical Education	
A	2U Physics	Extension Science
A	2U Textiles and Design	
A	2U Visual Art	

## SENIOR STUDIES & THE HIGHER SCHOOL CERTIFICATE

Students may find the transition from their studies in Year 10, to the courses they have selected in Year 11, a difficult one. Senior study places more emphasis on the responsibility of the student to take charge of their own learning. The onus for academic achievement rests with the student. There is also a shift towards the processing and synthesis of data, rather than just rote learning.

Therefore, Year 11 should be a year of evaluating one's management of the academic demands of senior work. You will ultimately make decisions about your performance in subjects prior to modifying your pattern of study for Year 12 if you feel this is necessary.

To be awarded the Higher School Certificate a student must:

1. Satisfactorily complete a minimum of 12 Units in Year 11 and 10 Units in Year 12;
2. Apply themselves with diligence and sustained effort to the set tasks and experiences provided within a course of study;
3. Progress towards the achievement of Course Outcomes;
4. Complete more than 50% of the Assessment Tasks for each course;
5. Follow the pattern of study guidelines determined by the NSW Education Standards Authority (NESA).

(Students who do not comply with the guidelines for the pattern of study may receive a Result Notice instead of the Higher School Certificate. Such students will not be eligible for an Australian Tertiary Admission Rank).

## PATHWAYS

The opportunity exists to **accumulate** your Higher School Certificate over a period of up to five years, **with the additional** advantage that you can **repeat subjects** with the aim of improving your final result.

Whilst the majority of students at NEGS will continue to complete their HSC in two calendar years, the options available to students are outlined below for those who may choose to take advantage of the Pathways for attaining a Higher School Certificate.

1. Courses will be structured into Year 11 and Year 12 components.
2. The HSC examination and Assessment program is based on the HSC course component.
3. Students must still meet the Board of Studies requirements for both the Year 11 and Year 12 courses

2 Units of English

12 Units in Year 11

10 Units in Year 12

10 Units of Board Developed Courses for an ATAR

4. Students may accumulate the HSC over five examination years (not including the Year 11 Course).
5. Students can repeat individual courses, but where a student repeats units of work only the **last attempt** will be used in calculating the ATAR.
6. Provision exists for **credit transfer** of subjects between TAFE and HSC courses.
7. Provision exists for acceleration.
8. Records of Achievement will be awarded at the end of Year 11 and Year 12.

Below is **one** example of the numerous Pathways a student may adopt to achieve a Higher School Certificate (in this example English has been repeated to try and achieve an improved result).

<b>YEAR 11</b>	<b>YEAR 12- YEAR 1</b>	<b>YEAR 12- YEAR 2</b>
(May be completed over more than one year)		
2 Units Standard English	2 Units English Standard	2 Units English Standard*
2 Units Maths	2 Units Mathematics Standard *	2 Units Geography *
2 Units Biology	2 Units Biology *	1 Unit Extension Music*
2 Units Visual Arts	2 Units Music 2 *	
2 Units Music 1		
2 Units Geography		

\*These results would be used to calculate the ATAR.

For information on HSC courses which provide advanced standing for TAFE courses, please refer to the NESAs website [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

### **SUBJECT CHANGES**

All changes to subjects at NEGS, including the election of Extension subjects in Year 12, must be submitted to the Director of Teaching and Learning, using the appropriate “Variation to Subjects” form, for approval.

Some restrictions obviously apply to the alteration of a student’s pattern of study and NESAs provides the following guidelines:

1. Principals may approve a change of subject for Year 11 Courses up to the end of Term 1, Year 11, provided the Principal is satisfied that students can satisfactorily complete the new course before commencing study of the Year 12 Course.

#### **No changes of subjects in the Year 12 Courses will be permitted**

2. A change of course within a subject can happen where the Principal is satisfied that the overlap in content and teaching methodology within their school allows a smooth transition. The Principal must be satisfied that students can meet assessment requirements and course outcomes in the time remaining to study the course. Generally such changes would occur only in the first semester of Year 11.
3. The Principal can approve an increase in the number of units undertaken by a student in subjects offering an extension component during Term 4 of Year 11. Likewise, a reduction in unit value for students undertaking extension courses can be approved up until the submission of final assessments to the NSW Education Standards Authority in Year 12, provided that the student has a minimum of 10 units.

### **ASSESSMENT**

NESA has determined that, for the Higher School Certificate:

“Schools are required to provide an assessment mark of student achievement for each Board Developed Course presented by a candidate seeking the award of an HSC.”

“This assessment and the external examination mark will be reported separately on the Higher School Certificate.”

School-based Assessment Tasks will contribute 50% of the HSC mark. The school assessment mark will be based on a student’s performance in the Assessment Tasks undertaken during the course. The other 50% will come from the HSC Examination.

The assessment of Board Developed Courses is intended to provide an indication of a student’s attainment of a wider range of syllabus objectives than is measured by the HSC examination alone, though it must cover all the objectives measured by the examination. The assessment allows due



weight to be given during a course to student achievement which, although evident to the class teacher, may not be adequately assessed in an external examination alone.

At NEGS, a comprehensive guide to Assessment Procedures, including the number of tasks per subject, the components to be assessed within each subject, the relative weighting of tasks, the approximate date for tasks to be completed, the criteria for appeals, penalties for malpractice, is given to each student at the beginning of the Year 11 Course and at the beginning of the Year 12 Course.

The determination of the various tasks, such as tests, assignments, projects on which the assessments are based, and the marks to be allocated to each task, is the responsibility of the school.

- Official Assessment for the Higher School Certificate begins with the commencement of Year 12 work at NEGS, i.e. Term 4 of the Year 11 calendar year.
- Students **MUST** undertake tasks which contribute in excess of 50 percent of available marks.
- Students are entitled to feedback on an Assessment Task in terms of an individual mark; a ranking within the group; or a verbal or written comment. Additional feedback will be provided via marking scales and teacher comments.
- No student will be told their final Assessment Mark in any subject.

It must be realised that overlap of assessment tasks will be unavoidable where long-term “hand-in” tasks and Extension Course tasks coincide with in-class tests. To some extent problems of assessment overload can be avoided with careful planning ahead by the student and the cumulative preparation of assignment/research tasks rather than “last minute - late night” efforts.

The HSC mark for 2 Unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If students achieve the minimum standard expected in a course they will receive a mark of 50. There will be five Performance Bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. Band 6 with a mark from 90 - 100 will correspond to the highest level of achievement.

## **HSC REPORTS**

On satisfactory completion of the HSC students will receive a portfolio containing:

- ***The HSC Testamur***

The official certificate confirming a student’s achievement of all requirements for the award.

- ***The Record of Achievement***

This document lists the courses studied and reports the marks and bands achieved.

- ***Course Reports***

For every HSC Board Developed Course a Course Report showing marks, the Performance Scale and the band descriptions for that course will be supplied. A graph showing the statewide distribution of marks in the course is also shown.

## **ROSA**

The Record of School Achievement (RoSA) is a cumulative record for all students in Years 10, 11 and 12

- A RoSA is provided on request for any eligible student who has left school from the end of Year 10 up to and including the HSC
- Students can request a RoSA along with the HSC credential

*Copies of these reports can be viewed on the NESAs website.*

## **MATRICULATION AND THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

The selection of courses offered at NEGS and the pattern of study dictated by NESAs encourages all students to acquire results in **ten units** of Board Developed subjects. Results in ten units qualify them for an Australian Tertiary Admission Rank (ATAR) and potential eligibility for acceptance into a University of their choice.

The Universities categorise Board Developed Courses as either Category A or Category B. The Category B courses are the Vocational Education and Training (VET) courses and include Primary Industries. In the calculation of the ATAR, no more than two units of Category B courses can be included.

Students seeking admission to a specific institution must first matriculate to the institution and then gain selection to a particular course on an aggregate (total) of marks comprising their **best ten units** from Board Developed subjects including at least 2 units of English. **The average of the exam and assessment tasks will be calculated for each subject. These marks will then be scaled according to the procedures developed by the Technical Committee on Scaling on behalf of the NSW Vice-Chancellor's Committee.**

Places in tertiary courses are allocated on the basis of the Australian Tertiary Admission Rank. The ATAR is a scale between 0 and 99.95 which indicates a student's placing, relative to all other candidates for the HSC.

Put simply, if an ATAR of 73.00 is received, it would mean that a student achieved an overall result equal to, or better than, 73% of the candidates who completed Year 12 in their cohort. Therefore, applicants for any University (Tertiary) course are ranked in order of results and counted down from top to bottom until the quota is met. In addition, many courses have prerequisites and assumed knowledge.

For a more detailed explanation of the ATAR go to the NESAs and UAC websites [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) and [www.uac.edu.au](http://www.uac.edu.au)

Some University courses and some University subjects require students to achieve a prescribed standard in a specified NSW HSC (or equivalent) subject(s) before an offer of a place will be made, or the student allowed to enrol in those University subjects.

Students must determine course/subject prerequisites for Tertiary Institutions at the time of subject selection. However, if in doubt, please consult the School's Careers Advisor, or speak directly to the Universities Admission Centre (NSW and ACT).

Students and parents often ask for advice as to which courses students should select to obtain the best results. In asking this question many people believe that there are certain courses, which are "scaled up", and that by studying these courses they will automatically receive bonus marks.

It is possible to score good marks in any subject.

Whether a subject will be scaled up or down can only be determined by the performance of the candidates in that subject for that specific year. Obviously, if many **able** candidates attempt a subject, then it is likely that the standard of results for that subject that year will warrant a favourable comparison of that subject against other subjects with less able candidates.

## PATTERN OF STUDY

To meet the requirements for the Higher School Certificate, your pattern of study for Year 11 2020, must include:

1. 12 Units of Year 11 Courses (This can be reduced to 10 Units for Year 12)
2. At least 2 Units of a Board Developed Course in English
3. At least 6 Units of Board Developed Courses
4. At least three Courses of 2 Units value (or greater)
5. Up to 6 Units of Courses in Science in Year 11  
and up to 7 Units in Year 12
6. Previous study of a Language up to and including Year 10 if you wish to select  
a 2 Unit Language Continuers Course
7. A NEGS requirement is that Mathematics Advanced or Mathematics Standard  
must be studied in conjunction with any Science course

***PLEASE USE THE ABOVE GUIDELINES AS A CHECKLIST WHEN  
SELECTING YOUR SUBJECTS.***

### IN SUMMARY

*Students **should not** select courses:*

That are well below or above their ability

Based on who is teaching the course

Based on their friends' choices

That they think will scale well for the ATAR.

*Students **should** select courses based on their:*

**Abilities** – courses they are good at

**Interests/Motivation** – courses they like and are genuinely interested in

**Career aspirations and needs** – courses that may be prerequisites for future university studies

# ENGLISH

## **English Studies**

The English Studies course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and wish to be awarded a Higher School Certificate but who may not be seeking to continue to tertiary studies at a University. Students interested in this course are advised to consult with the careers advisor regarding implications for post school training and development opportunities.

In this course students are provided with the opportunity to consolidate their language, literacy and literature skills through responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from various contexts.

## **Preliminary Course (120 indicative hours)**

In this course, students study the following:

- Mandatory Module – Achieving Through English: English in Education, Work and Community • An additional 2-4 modules to be studied

## **HSC Course (120 indicative hours)**

In this course, students study the following:

- Texts and Human Experiences. This module is common to both the Advanced and Standard course and students will be required to study a prescribed text.
- An additional 2-4 modules to be studied

## **In each of the Preliminary and HSC courses students are required to:**

- read, view, listen to and compose a wide range of texts, including print texts and multimodal texts
- undertake study of at least one substantial print text and at least one substantial multimodal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student’s Australian Tertiary Admission Rank (ATAR). Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

### English Standard

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

There are no prescribed texts for Year 11. Students are required to study ONE complex multimodal or digital text in Module A, which may include the study of film. Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

### Year 11 Course

- **Common Module: Reading to Write – Transition to Senior English.** This module is common to the Standard and Advanced courses.
- **Module A: Contemporary Possibilities**
- **Module B: Close Study of Literature**

### Year 12 Course

For their Higher School Certificate, students must study THREE prescribed texts including one prose fiction, one poetry or drama, and one nonfiction or film or media text. They will also be required to study a range of shorter texts in the Craft of Writing Module. The modules studied will be:

- **Common Module: Texts and Human Experiences.** This is the Common module taught in Advanced, Standard and English Studies.
- **Module A: Language, Identity and Culture**
- **Module B: Close Study of Literature**
- **Module C: The Craft of Writing**

<b>Year 11 Course</b> (120 hours)	<b>Duration</b> (indicative hours)	<b>Year 12 Course</b> (120 hours)	<b>Duration</b> (indicative hours)
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Common module - Reading to Write: Transition to Senior English	40	Common module: Texts & Human Experiences	30
Module A: Contemporary Possibilities	40	Module A: Language, Identity & Culture	30
Module B: Close Study of Literature	40	Module B: Close Study of Literature	30
		Module C: The Craft of Writing	30
Text requirements: film, poetry, prose fiction, print non-fiction, drama, media and related texts			

## English Advanced

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading.

### Year 11 Course

- **Common Module: Reading to Write – Transition to Senior English.** This module is common to the Advanced and Standard courses.
- **Module A:** Narratives that Shape Our World
- **Module B:** Critical Study of Literature

In the Year 12 Course for the Higher School Certificate, students must study FOUR prescribed texts including one Shakespearean drama, one prose fiction or print nonfiction, one poetry or drama. The remaining text may be film, media text or digital text or one of the previous categories. Students will also be required to study a range of shorter texts in the Craft of Writing Module including relate material of their own choosing.

## Year 12 Course

- **Common Module:** Texts and Human Experiences. This is the Common module taught in Advanced, Standard and English Studies.
- **Module A:** Textual Conversations
- **Module B:** Critical Study of Literature
- **Module C:** The Craft of Writing

<b>Year 11 Course</b> (120 hours)	<b>Duration</b> (indicative hours)	<b>Year 12 Course</b> (120 hours)	<b>Duration</b> (indicative hours)
Common module - Reading to Write: Transition to Senior English	<b>40</b>	Common: Texts & Human Experiences	<b>30</b>
Module A: Narratives that Shape our World	<b>40</b>	Module A: Textual Conversations	<b>30</b>
Module B: Critical Study of Literature	<b>40</b>	Module B: Critical Study of Literature	<b>30</b>
		Module C: The Craft of Writing	<b>30</b>
Text requirements: film, poetry, prose fiction, print nonfiction, Shakespearean drama, drama, film, media and digital			

## English Extension 1

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

This course provides students with the opportunity to further strengthen their understanding of how and why aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent cultures. In Extension 1 they extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

## Year 11 Course

In the Year 11 Extension course, students complete the Module: Texts, Culture and Value. Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition.

Students are also required to undertake a Related Project. This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects. Students select a key text and examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other. Students realise insights into their research and personal evaluation of the texts in an imaginative and analytical multimodal presentation. This project may be undertaken concurrently with study of the module Texts, Culture and Value.

### Students are required to study:

- Texts, Culture and Value
- Related Project

## Year 12 Extension 1 Course

The Year 12 English Extension 1 Course has one **Common Module: Literary Worlds**. Within this module, students study ONE elective. At least THREE texts must be selected from a prescribed text list for the elective, including at least TWO extended print texts. Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts



**Students are required to study:**

- Common Module: Literary Worlds
- One Elective from the common module

**English Extension 2**

This course is a one unit course and is only undertaken in Year 12. In order to undertake English Extension 2, students must be studying English Advanced and English Extension 1. In Extension 2 students undertake independent investigation to develop a sustained composition and document this process in their Major Work Journal and Reflection Statement. Students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.

**Students are required to:**

- Complete a Major Work, which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
  - short fiction
  - creative non-fiction
  - Poetry
  - critical response
  - script – short film, television, drama
  - podcasts – drama, storytelling, speeches, performance poetry multimedia.

# AGRICULTURE

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

## **Course Description:**

This course provides students with the opportunity to study the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. It places greater emphasis on farm management to maximise productivity and environmental sustainability. This is an 'on-farm', environment-oriented course. A Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## **Main Topics Covered:**

### ***Year 11 Course***

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

### ***Year 12 Course***

- Core 80%
  - Plant/Animal Production (50%)
  - Farm/Product Study (30%)
- Optional Components 20%
  - Choose one of the following electives to study:
    - \* Agri-food, Fibre and Fuel Technologies
    - \* Climate Challenge
    - \* Farming for the 21<sup>st</sup> Century

## **Special Requirements:**

All students are required to undertake a minimum of 30% of allocated course time as practical work.

# ANCIENT HISTORY

2 units for each of Preliminary and HSC  
Board Developed Course

## Course Description

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The HSC course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

## Main Topics Covered:

### *Year 11 Course*

#### **-Investigating Ancient History**

- \* - Nature of Ancient History

Historical Authentication and Reliability (Homer's Iliad: History or Myth)

- \* Case Studies

- Boudicca
- Nineveh

#### **-Features of Ancient Societies**

- Assyria: Weapons and Warfare
- Ancient Rome: students choice of topic (Integrated into the Historical Investigation)

#### **-Historical Investigation**

- see above

### *HSC Course*

**Part I: Core Study:** Cities of Vesuvius - Pompeii and Herculaneum (25%)

**Part II:** ONE Ancient Society (25%) Spartan Society to the Battle of Leuctra - Greece

**Part III:** ONE Personality in their Times (25%) Agrippina the Younger - Rome

**Part IV:** ONE Historical Period (25%) The Julio-Claudians AD 14-69

## Particular Course Requirements

The Historical Investigation and choice of topics in Year 11 must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

# BIOLOGY

2 units for each of Year 11 and Year 12

Board Developed Course

## Course Content

The Biology Stage 6 course explores the diversity of life from a molecular to a biological systems level. It examines the interactions between living things and the environments in which they live. The application of Biology is significant in finding solutions for health and sustainability in a changing world.

The study of Biology, often undertaken in interdisciplinary teams, focuses on solving biological problems and complements the study of the other science disciplines and STEM (Science, Technology, Engineering and Mathematics) related courses. Students are encouraged to solve problems by applying a knowledge of biological interactions and through the analysis of qualitative and quantitative data.

Biology builds upon the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis for the delivery of course content and engages with the technologies that assist in investigating biological applications.

The study of Biology provides the foundation knowledge and skills required to study Biology post-school and supports participation in a range of careers in Biology and related interdisciplinary industries. It is an essential discipline that focuses on personal and public health and sustainability issues and promotes an appreciation for the diversity of life on Earth.

### *Preliminary Course (120 indicative hours)*

The preliminary course incorporates the study of;

- The Structure & Function of Organisms (60 hours)
- The Earth's Diversity (60 hours)
- Depth Studies (15 hours within the indicative 120 course hours)

### *HSC Course (120 indicative hours)*

The HSC course builds upon the Preliminary course which contains content that is considered assumed knowledge for the HSC course.

The HSC course incorporates the study of;

- Continuity of Life on Earth (60 hours)
- Disease and Disorders (60 hours)
- Depth Studies ((15 hours within the indicative 120 course hours)

## Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time in both Year 11 and Year 12, including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

## **Depth Studies**

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows extension of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. Depth studies allow students the avenue to pursue interests, to acquire a depth of understanding and to take responsibility for their own learning. They promote differentiation, engagement, ongoing feedback and support all forms of assessment.

## **Internal School-based Assessment**

### *Year 11*

- Three assessment tasks, one of which must focus on a depth study and one of which will be a formal written examination

### *Year 12*

- Four assessment tasks, one of which must focus on a depth study and one of which will be a formal written examination

# BUSINESS STUDIES

2 units for each of Preliminary and HSC  
Board Developed Course

**Exclusions:** Nil

## Course Description

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

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

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

## Main Topics Covered

Preliminary Course	HSC Course
Nature of business	Operations
Business management	Marketing
Business planning	Finance
	Human resources

As part of the Assessment in the Preliminary Course students will complete a business plan for a small-medium enterprise. This task comprises 30% of the course mark.

## Resources and advice

Guidance and advice related to assessment and the HSC examination in Business Studies can be found on the NESA website at <http://www.boardofstudies.nsw.edu.au/hsc/>

\* It is expected that students have basic mathematical skills.

# CHEMISTRY

2 units for each of Year 11 and Year 12

Board Developed Course

## Course Rationale

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

### ***Year 11 Course (120 indicative hours)***

The Year 11 course incorporates:

- Module 1 - Properties and Structure of Matter
- Module 2 - Introduction to Quantitative Chemistry
- Module 3 - Reactive Chemistry
- Module 4 - Drivers of Reactions

Note: 15 hours must be allocated to depth studies within the 120 indicative course hours.

### ***Year 12 Course (120 indicative hours)***

- Module 5 - Equilibrium and Acid Reactions
- Module 6 - Acid/base Reactions
- Module 7 - Organic Chemistry
- Module 8 - Applying Chemical Ideas

Note: 15 hours must be allocated to depth studies within the 120 indicative course hours.

## COMMUNITY AND FAMILY STUDIES

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** Nil

### Course Description

This Sociology course (CFS Stage 6) is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.

### Main Topics Covered:

#### Year 11 Course

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

#### Year 12 Course

- Research Methodology - Ethical research procedures culminating in the production of an Independent Research Project (Indicative course time: 25%)
- Groups in Context - The needs of specific community groups (Indicative course time: 25%)
- Parenting and Caring - Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)

#### Year 12 Option Modules (Chosen at NEGS, Indicative course time: 25%):

- Social Impact of Technology - The impact of evolving technologies on individuals, families, work and communities.

### Particular Course Requirements

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: The Social Impact of Technology and how it impacts on either: individuals, groups, families, communities, or resource management.

**Assessment:** HSC course only

External Examination	Weighting	Internal Assessment	Weighting
A written examination: • Section I – Core - Part A (response questions) - Part B (approx. 8 short answer questions) • Section II 1 question on each course option (Social Impact of Technology)	20	<u>Knowledge and understanding of how the following impact on wellbeing:</u> • resource management • positive relationships • range of societal factors • nature of groups, families and communities  <u>Skills in:</u> • applying management processes to meet the needs of individuals, groups, families and communities • planning to take responsible action to promote wellbeing  Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	40
	55		25
	25		35
	<b>100</b>		<b>100</b>



# DESIGN AND TECHNOLOGY

2 units for each of Year 11 and Year 12  
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.

The Major Project may include a product, system or environment.

## 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 an innovation. The study of designing and producing includes a Major Design Project. The project folio includes 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. In the HSC Course, the comprehensive study 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. Approximate course cost is \$105.00 per year plus costs of individually purchased materials for projects.

Excursions for Design and Technology students help to prepare them for curriculum requirements.

### *Year 11 & Year 12 Art and Design Excursion to Sydney:*

During Term 1 or Term 2 all Year 11 D&T students travel to Sydney for the Art & Design Excursion. The excursion is compulsory as it allows students to extend their knowledge of art, artists, designers and conceptual ideas, as well as the opportunity to see a great variety of gallery spaces, industry organisations and philosophies. The students are in Sydney for approximately five days including travel time. The cost of the excursion is approximately \$600 (subject to change depending on numbers).

**Assessment:** HSC Course only

External Assessment	Weighting	Internal Assessment	Weighting
Section 1: A 1½ written examination. Questions based on Innovation and Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	40	Innovation and Emerging Technologies, including a compulsory Case Study of an innovation/design/designer	40
Section 2: Major Design Project - Project Proposal - Folio - Product, system or environment	60	Designing and Producing (which may include aspects of the Major Design Project)	60
	<b>100</b>		<b>100</b>

# DRAMA

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

In Drama, students study the theatre using the practices of making, performing and critically studying. Students engage in a range of experiential activities to explore plays through performance, and learn theoretical knowledge about key practitioners, conventions and styles of theatre. They consider how the elements of drama and the elements of production can be used within the performance context to create dramatic meaning and for effect. Through the study of the course, students are enabled to become critical viewers of theatrical works, and able and confident performers with an understanding of how to effectively engage an audience through dramatic performance.

The Preliminary Course informs learning in the HSC Course, and content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles.

The HSC Course content involves the practical exploration of Australian Drama and Theatre as well as Studies in Drama and Theatre. Themes, issues, styles, acting techniques, performance styles and spaces are also explored. As part of the HSC Course students must develop both an Individual Project and a Group Performance (as part of an ensemble group). In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course, and can be chosen from the following options: Design (set OR lighting OR promotion and program), Critical Analysis (portfolio of theatre criticism), Performance, Scriptwriting or Video Drama.

HSC students (and Preliminary students, where numbers allow) will travel to Sydney to attend the 'Onstage' showcase. This comprises performances and projects from the previous year's HSC which are exemplary and received the highest marks possible. It will cost approximately \$400-500 per student, depending on numbers.

## HSC Course Assessment

<b>External Assessment</b>	<b>Weighting %</b>	<b>Internal Assessment</b>	<b>Weighting %</b>
Group presentation (core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
1 ½ hour written examination comprising two compulsory sections: Australia Drama and Theatre (core) Studies in Drama and Theatre	40	Development of Group Performance	20
		Development of Individual Performance	20
<b>Total</b>	100	<b>Total</b>	100

# ECONOMICS

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

## **Course Content**

Economics deals with issues that affect everybody, every moment of the day. Its subject matter deals with monetary and fiscal policies, economic growth, inflation and unemployment, exchange rates, globalisation and how industries operate. These are issues that dominate the news and politics, and that decide the fate of nations. Economic policies have real effects on virtually everybody on the planet every single day. To understand the world in the 21<sup>st</sup> Century requires an understanding of how economic forces shape our lives. To understand the world today requires an understanding of economics.

The Preliminary course is essentially microeconomic in nature, focusing on the economic behaviours of consumers, business and governments. The labour and financial markets are examined in detail.

The HSC course focuses on the management of an economy and is essentially macroeconomic in nature. It examines the global economy and the impact of the global economy on the Australian economy and the links between economic issues and management of the Australian economy.

## **Main Topics Covered:**

### *Preliminary Course*

- Introduction to Economics (10% of course time)
- Consumers and Business (10% of course time)
- Markets (20% of course time)
- Labour Markets (20% of course time)
- Financial Markets (20% of course time)
- Government in the Economy (20% of course time)

### *HSC Course*

- The Global Economy (25% of course time)
- Australia's Place in the Global Economy (25% of course time)
- Economic Issues (25% of course time)
- Economic Policies and Management (25% of course time)

# GEOGRAPHY

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

## **Course Description**

The Preliminary course draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on a rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends. The application of enquiry methodologies through fieldwork and a variety of case studies combined with an assessment of the geographers' contribution to understanding our environment demonstrates the relevance of geographical study.

## **Main Topics Covered**

### ***Preliminary Course***

- Biophysical studies 45% of course time
- Global Challenges 45% of course time
- The Senior Geography Project 10% of course time

### ***HSC Course***

- Ecosystems at Risk 33% of course time Sample Study: Rainforests
- Urban Places 33% of course time Sample Study: Sydney
- People and Economic Activity 33% of course time Sample Study: Protected Cropping

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

## **Particular Course Requirements**

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses.

# HISTORY EXTENSION

1 unit Board Developed Course

Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension.  
Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

## Course description

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time.

It offers students the opportunity to work independently and apply the historiographical understanding developed through the course to an individual project of personal interest.

## Topics Covered:

### 1 - Constructing History

- Key Questions
- Case Studies

### 2 - History Project

## Particular Course Requirements

The topic of the project should reflect an area of student interest; however, the topic:

- must focus on the fundamental historiographical concepts and issues of History Extension and should allow students to address some of the key questions
- may be developed from a case study but must cover substantially different ground
- must not overlap significantly with the examinable content of any Stage 6 course.

# LEGAL STUDIES

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** Nil

## Course Description

The course focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

## The structure of Legal Studies

	Preliminary	HSC	
<b>Core</b> 40%	<b>Core Part I: The legal system</b> <ul style="list-style-type: none"> <li>• Basic legal concepts</li> <li>• Sources of contemporary Australian law</li> <li>• Classification of law</li> <li>• Law reform</li> <li>• Law reform in action</li> </ul>	<b>Core Part I: Crime</b> <ul style="list-style-type: none"> <li>• The nature of crime</li> <li>• The criminal investigation process</li> <li>• The criminal trial process</li> <li>• Sentencing and punishment</li> <li>• Young offenders</li> <li>• International crime</li> </ul>	<b>Core</b> 30%
<b>Core</b> 30%	<b>Core Part II: The individual and the law</b> <ul style="list-style-type: none"> <li>• Your rights and responsibilities</li> <li>• Resolving disputes</li> <li>• Contemporary issue: the individual and technology</li> </ul>	<b>Core Part II: Human rights</b> <ul style="list-style-type: none"> <li>• The nature and development of human rights</li> <li>• Promoting and enforcing human rights</li> <li>• Contemporary issue</li> </ul>	<b>Core</b> 20%
<b>Core</b> 30%	<b>Core Part III: Law in practice</b>  The Law in practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. <b>This section may be integrated with Part I and/or Part II.</b>	<b>Part III: Options</b>  <b>Choose Two *</b> <ul style="list-style-type: none"> <li>• Consumers</li> <li>• Global environmental protection</li> <li>• Family</li> <li>• Indigenous peoples</li> <li>• Shelter</li> <li>• Workplace</li> <li>• World order</li> </ul>	<b>Option</b> 25% each

Each topic's **themes and challenges** should be integrated into the study of the topic, and they may be examined  
**Assessment: HSC only**

<b>External examination</b>	<b>Weighting</b>	<b>Internal assessment</b>	<b>Weighting</b>
<b>Section I: Core</b> Crime and Human Rights Objective response questions	20	Knowledge and Understanding	60
<b>Section II: Core</b> Part A Human Rights Short-answer questions	15	Research	20
Part B Crime One extended response question	15		
<b>Section III: Options</b> Two extended response questions, each from a different Option*	50	Communication	20
	100		100

\* Currently Family Law and World Order are the options taught but these may change.

The Dux for the course will be based on the cumulative assessment for each year.

## MATHEMATICS COURSES

### **Course Rationale:**

The Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically. Mathematical thinking is supported by an atmosphere of questioning, communicating, reasoning and reflecting and is engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

All Mathematics Stage 6 syllabuses provide opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, in all courses students are encouraged to learn to use appropriate technology as an effective support for mathematical activity.

## MATHEMATICS STANDARD

2 units for each of Year 11 and Year 12

Board Developed Course

### **Prerequisites:**

The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Year 7-10 Syllabus up to, and including, the content and outcomes of Stage 5.1 and some of the content of 5.2.

### **Exclusions:**

Students may not study any other Stage 6 Year 11 Mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other Stage 6 Year 12 Mathematics course in conjunction with the Year 12 Mathematics Standard course.

### **Course Description:**

The Year 11 Mathematics Standard course and the Year 12 Mathematics Standard course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to a broad range of relevant contexts. It provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary study.

### **Content:**

#### ***Year 11 Course***

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis

#### ***Year 12 Course***

- Algebra
- Measurement
- Financial Mathematics
- Statistical analysis
- Networks



# MATHEMATICS ADVANCED

2 units for each of Year 11 and Year 12

Board Developed Course

## **Prerequisites:**

The course is constructed on the assumption that students have engaged with all substrands of Stage 5.1 and Stage 5.2 and a number of substrands of 5.3.

## **Exclusions:**

Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard course.

## **Course Description:**

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

## **Content:**

### ***Year 11 Course***

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical analysis

### ***Year 12 Course***

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

# MATHEMATICS EXTENSION 1

1 unit in each of Year 11 and Year 12 (2 units for Extension 2 students in Year 12)

Board Developed Course

## **Prerequisites:**

The course is constructed on the assumption that students have achieved the outcomes in the substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands in Stage 5.3.

## **Exclusions:**

Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard course.

## **Course Description:**

The content of this course, which includes the whole of the Mathematics Advanced 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 who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics including many which are applicable to the real world. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, and provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. Although the Extension 1 course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Extension 2 course.

## **Content:**

### ***Year 11 Course***

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

### ***Year 12 Course***

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

## MATHEMATICS EXTENSION 2

1 Unit Year 12

Board Developed Course

### **Prerequisites:**

The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course. Students studying the Extension 2 course complete a total of 4 units in Mathematics.

### **Exclusions:**

Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard course.

### **Course Description:**

The Mathematics Extension 2 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The study of Mathematics Extension 2 enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. It provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. The course provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level.

### **Content:**

#### ***Year 12 only***

- Proof
- Vectors
- Complex numbers
- Calculus
- Mechanics

# MODERN HISTORY

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

## Course Description

Modern History Stage 6 is designed to enable students to acquire knowledge and understanding, the skills of critical analysis and synthesis and values and attitudes essential to an appreciation of forces that have shaped the modern world; to develop a lifelong interest in the study of history; and to prepare them for informed and active citizenship in the contemporary world.

## Course Structure:

### *Preliminary Course (120 indicative hours)*

Students are required to study the three sections of the course.

#### **1: Investigating Modern History - 60 hours**

##### **The Nature of Modern History**

**Case Studies** e.g. The American Civil War /The Boxer Rebellion in China

#### **2: Historical Investigation - 20 hours**

The investigation can be integrated into any aspect of the Preliminary course and need not be completed as one project. It may be conducted individually or as part of a group. The investigation must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

#### **3: The Shaping of the Modern World - 40 hours**

Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. At least one study should be undertaken from this section. Possible topics include; World War I, the French Revolution and the Age of Imperialism.

### *HSC Course (120 indicative hours)*

Students are required to study Parts I, II, III and IV of the course.

• Part I: Core Study: Power and Authority in the Modern World 1919-1946	30 hours
• Part II: ONE National Study topic: The United States 1919-1941	30 hours
• Part III: ONE Peace and Conflict topic: Conflict in Indochina	30 hours
• Part IV: ONE Change in the Modern World topic: Civil Rights in the USA 1945-1968	30 hours

An Extension Course is available for students to pursue in conjunction with their HSC Course study in Year 12.

The purpose of the Higher School Certificate program of study is to:

foster the intellectual, social and moral development of students, in particular developing their:

- knowledge, skills, understanding and attitudes in the fields of study they choose
- capacity to manage their own learning
- desire to continue learning in formal or informal settings after school
- capacity to work together with others
- respect for cultural diversity

# MUSIC 1

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Music 2

## Course Description

In the Preliminary and HSC courses, students will study the concepts of music through learning experiences in 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 22 which cover 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.

- Students undertaking performance as an elective will be required to engage in a series of performance related activities throughout the HSC course.
- Students undertaking composition as an elective will be required to develop a composition portfolio as evidence of the compositional process. This portfolio will constitute the entire internal assessment for this elective.
- Students undertaking Musicology as an elective should develop a musicology portfolio to support their preparation for the viva voce examination.

### Assessment: HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
<b>Core</b> A 45 minute – 1 hour aural examination Core Performance (one piece)	30 20*	<b>Core</b> Core performance Core composition Core musicology Core aural	<b>(55)</b> 10 10 10 25
<b>Electives:</b> Three electives from any combination of: <ul style="list-style-type: none"> <li>• Performance (one piece)</li> <li>• Composition (one submitted composition)</li> <li>• Musicology (one viva voce)</li> </ul>	<b>(60)*</b>  20 20 20	<b>Electives:</b> Elective 1 Elective 2 Elective 3	<b>(45)</b> 15 15 15
	<b>100</b>		<b>100</b>

\* The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Students will be required to practise a minimum of 6 hours a week on their specialist instrument and be undertaking private instrumental lessons.

## MUSIC 2

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Music 1

**Prerequisites:** Music Additional Study course (or equivalent)

### Course Description

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

### Main Topics Covered

Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course the Mandatory Topic is Music 1600 -1900. In the HSC course the Mandatory Topic is Music of The Last 25 Years (Australian focus).

### Particular Course Requirements

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

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

**Assessment:** HSC course only

External Assessment	Weighting	Internal	Weighting
<b>Core</b>	<b>(70)</b>	<b>Core</b>	<b>(80)</b>
Core performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (submitted work)	15	Musicology	20
		Aural	20
Musicology/aural skills examination paper	35		
short-answer/extended response			
response to musical stimuli			
<b>Electives</b>	<b>(30)</b>	<b>Electives</b>	<b>(20)</b>
One elective reflecting the additional topic		One elective, selected from:	
<ul style="list-style-type: none"> <li>● Performance (two pieces), or</li> <li>● Submitted composition, or</li> <li>● Submitted essay</li> </ul>		<ul style="list-style-type: none"> <li>● Performance</li> <li>● Composition</li> <li>● Musicology</li> </ul>	
	<b>100</b>		<b>100</b>

Students will be required to practise a minimum of 6 hours a week on their specialist instrument and be undertaking private instrumental lessons.



# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

2 units for each of Year 11 and Year 12

Board Developed Course

**Exclusions:** Nil

## Course Description

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Year 12 course students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional studies from a range of choices. These include investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

## Main Topics Covered

### Year 11 Course

- Core Topics (60%)
  - Better Health for Individuals (30%)
  - The Body in Motion (30%)
- Optional Components (40% total)
 

The class will complete two options from the following:

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

### Year 12 Course

- Core Topics (60%)
  - Health Priorities in Australia (30%)
  - Factors Affecting Performance (30%)
- Optional Component (40%)
 

The class will complete two options from the following:

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

## Particular Course Requirements

In addition to core studies two options are selected from each of the Year 11 and Year 12 courses.

**Assessment:** HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper		Core Options	60 40
	<b>100</b>		<b>100</b>



# PHYSICS

2 units for each of Year 11 and Year 12

Board Developed Course

## Course Overview

This course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

## Year 11 Course Structure

The Year 11 course consists of four modules.

Module 1 Kinematics

Module 2 Dynamics

Module 3 Waves and Thermodynamics

Module 4 Electricity and Magnetism

## Year 12 Course Structure

The Year 12 course consists of four modules.

Module 5 Advanced Mechanics

Module 6 Electromagnetism

Module 7 The Nature of Light

Module 8 From the Universe to the Atom

## Course Requirements

Scientific investigations include both practical investigations and secondary-sourced investigations.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information.

## EXTENSION SCIENCE

1 unit for Year 12 only  
Board Developed Course

### Prerequisites:

Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

### Co-requisites:

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

### Course Content

Extension Science is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.

This syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

### *HSC Course (60 indicative hours)*

- The Foundations of Scientific Thinking (10 hours)
- The Scientific Research Proposal (10 hours)
- The Data, Evidence and Decisions (20 hours)
- The Scientific Research Report (20 hours)

### Course requirements:

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the *HSC: All My Own Work* course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

The Scientific Research Portfolio and Report produced in this course may be an extension of, but must not overlap with or significantly duplicate any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Physics or Investigating Science courses.

# INVESTIGATING SCIENCE

2 units for each of Year 11 and Year 12

Board Developed Course

## Note:

The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.

## Course Overview

This course provides students with the opportunity to develop an understanding of the ethical, social, economic and political influences on science and scientific research in the modern world.

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

## Year 11 Course Structure

The Year 11 course consists of four modules.

Module 1 Cause and Effect – Observing

Module 2 Cause and Effect – Inferences and Generalisations

Module 3 Scientific Models

Module 4 Theories and Laws

## Year 12 Course Structure

The Year 12 course consists of four modules.

Module 5 Scientific Investigations

Module 6 Technologies

Module 7 Fact or Fallacy?

Module 8 Science and Society

## Course Requirements

Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

# TEXTILES AND DESIGN

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

## Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two preliminary textile projects. The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environment sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

### *Preliminary Course*

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)

### *HSC Course*

- Design (20%)
- Properties and Performance of Textiles (20%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
- Major Textiles Project (50%)

## Particular Course Requirements

In the Preliminary Course students will undertake two Preliminary textile projects. Preliminary Project 1 will be drawn from the Area of Study of Design. Preliminary Project 2 will be drawn from the Area of Study of Properties and Performance of Textiles. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following Focus Areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore, in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries. Approximate course costs \$120.00 (Year 11) or \$120.00 (Year 12) plus individual purchased materials for projects.

### *Year 11 & Year 12 Art and Design Excursion to Sydney:*

During Term 1 or Term 2 all Year 11 T&D students travel to Sydney for the Art & Design Excursion. The excursion is compulsory as it allows students to extend their knowledge of art, artists, designers and conceptual ideas, as well as the opportunity to see a great variety of gallery spaces, industry organisations, exhibitions and philosophies. The students are in Sydney for approximately five days including travel time. The cost of the excursion is approximately \$600 (subject to change depending on numbers).

### **Assessment:** HSC course only

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 1½ hours	50	Knowledge and understanding of textiles and the textile industry	50
Major Textiles Project	50	Skills in design manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50
	<b>100</b>		<b>100</b>

# VISUAL ARTS

2 units for each of Year 11 and Year 12  
Board Developed Course

**Exclusions:** Nil

## Course Description

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the Year 12 course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong and technically refined work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 Course broadly introduces key concepts which are investigated in depth and more independently in the HSC Course.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

## Main Topics Covered

### Year 11 Course:

- Mapping the Historical World: a historical investigation of Western Art using the Conceptual Framework
- Mapping the Modern and Postmodern Worlds: an examination of seminal Modernist periods and specific Postmodern artworks using the Frames
- The Practices of Art: an introduction to Artmaking Practice, Art Critical and Historical Practice

Each unit has an accompanying practical component where the students respond to a conceptual theme

### Year 12 Course:

- Material & Concept: The changing nature of art practice: examination of art practice and how has changed over time.
- Framing the Museum: the museum as a coded site of interpretation: an investigation of the underlying assumptions and values of museums and galleries
- Dada: Its character, impact and influence: a postmodern investigation of the philosophy of Dada and the readymade
- Political Art: explores the artist's role as an advocate for others and the ways in which they use art to critique the social, political and economic factors of their world

## Particular Course Requirements

- development of artworks in at least 2 art forms and documentation of process in Visual Arts Process
- a broad investigation of ideas in art Criticism and art history

## Particular Course Requirements

- development of a Body of Work and documentation of process in Visual Arts Process Diary (VAPD)
- a minimum of 5 Case Studies (4 - 10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history

## Course Costs for both the Year 11 Course and Year 12 Course:

**Art Materials and Equipment:** Students will be charged a \$30 course fee (year 11) and \$40 (year 12). The use of school materials and equipment will be charged individually according to independent student's project.

## Year 11 & Year 12 Art and Design Excursion to Sydney:

During Term 1, all Year 11 and Year 12 Visual Arts students travel to Sydney for the Art and Design Excursion. The excursion is compulsory as it allows students to extend their knowledge of art, artists, designers and conceptual ideas, as well as the opportunity to see a great variety of gallery spaces, industry and philosophies. The students are in Sydney for five days including travel time. The cost of the excursion is approximately \$500 (subject to change, depending on numbers).

## Assessment: Year 12 course only

External Assessment	Weighting	Internal Assessment	Weighting
A written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	<b>100</b>		<b>100</b>