

SCONE GRAMMAR SCHOOL



STAGE 6 HANDBOOK

Year 11 2014

Year 12 2015

Revised 2012



STAGE 6 HANDBOOK

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INTRODUCTION

Welcome! You are entering possibly the most exciting and rewarding of your years at school. Stage 6 presents a whole new environment for learning, demanding significantly higher levels of skill and understanding and a significant change in the approach to both teaching and learning.

We challenge students to look outward and to discover their place in the wider community. School is a place where people grow and we will expect you to work hard to achieve the highest standards possible in all that you undertake. This does not apply just to academic work, but to all aspects of your development. As a senior student in the school you will take on a number of responsibilities and be able to develop your organisational, teamwork and leadership skills.

The curriculum presented at School provides adequate opportunities for you to select subjects of interest. The possibility of supplementing these subjects by selecting Industry Framework courses and other Board Endorsed Courses at TAFE means that it is possible to structure an appropriate programme for all senior students. This programme will be able to support your decision to go on to University, complete further TAFE studies, embark on an Apprenticeship or enter the

workforce. Whatever your decision your work in the Senior School will help you to develop the necessary skills to embark with confidence on the next stage of your life-long learning journey.

This Stage 6 Handbook is your essential guide to the Preliminary and HSC course requirements and you should make regular reference to it to support your learning.

Enjoy the journey!

Mrs Deanna Hollis
Director of Curriculum

STUDYING FOR THE HSC

1. GENERAL INFORMATION

This is your introduction to the HSC and the many options now available. More information is contained in the following Board of Studies publication: *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, which students receive in Careers.

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.

HSC courses are linked to further education and training by extension courses (including undergraduate university courses) which enable students to undertake more in-depth study in areas of special interest. Vocational Education and Training courses that count towards the HSC and also lead to qualifications recognised across a range of industries. The HSC includes special Life Skills courses for students with special education needs.

The HSC fairly assesses each student's knowledge and skills.
If you meet the minimum standard of performance you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.

For each course you will receive easy-to-understand reports which contain clear indications of what you have demonstrated you know, understand and can do in each course.

2. TYPES OF COURSES

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

A: BOARD DEVELOPED COURSES

These are courses developed by the Board of Studies. There is a syllabus for each course that 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).

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 Universities Admission Index (UAI).

B: Board Endorsed Courses

There are two main types of Board Endorsed Courses:

Content Endorsed Courses (CEC's) which have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in the Board Developed Courses.

School Designed Courses where individual schools design special courses to meet student needs. The Board of Studies must approve these courses but once approval has been granted, schools offer selected courses to senior students as part of the Higher School Certificate.

There is no external examination for any Content Endorsed Course or School Designed Course but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses do not count in the calculation of the UAI.

C: VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

These can be either Board Developed or Board Endorsed. The Board has developed curriculum frameworks for seven industries. Within each framework there are a number of courses. Students must undertake a successful work placement of 35 hours for each 120 hour course studied to complete these courses. All frameworks courses have been designated 'Category B' subjects and the universities will only allow one 240-hour course (i.e. one studied in both Year 11 and Year 12) to contribute towards the ATAR.

Some of the frameworks developed by the Board are:

Business Services (Administration)
Construction
Information Technology
Metal and Engineering
Primary Industries
Retail
Tourism and Hospitality

Other HSC VET courses are available in other industry areas. Some are Board Developed and others Content Endorsed Courses.

Warning: You need to check the status of each course carefully to evaluate the impact on your HSC and the calculation of the ATAR.

D: Life Skills Courses as part of a Special Programme of Study.

Students accessing a Special Programme of Study in Stage 6, will in general, need to have completed at least four Generic Life Skills courses within a Special Programme of Study in Stage 5 (Years 9 and 10). If you are interested in these courses please ask for further information.

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

3. HOW TO CHOOSE SUBJECTS FOR YOUR HIGHER SCHOOL CERTIFICATE

What to do:

- Listen to the advice of your teachers
- Realistically estimate your abilities
- Choose subjects which suit your interests and abilities
- Check the UAC booklet for university requirements
- Start with a positive attitude to work at the beginning of the course

What NOT to do:

- Attempt to guess or take advantage of the scaling of subjects
- Choose subjects which have been 'scaled up' in the past in order to try for higher marks

Things to check:

- Balance in programme – broad is best
- Maths/Science pre-requisites for uni courses

4. PRELIMINARY AND HSC UNITS

All courses offered for the Higher School Certificate have a unit value. Most courses are 2 Unit. Each unit involves class time of approximately 2 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. So, 2 units = 4 hours per week (120 hours per year = 100 marks)

Extension Courses are 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. Extension courses are available in English, Mathematics, History, Music and some Languages requiring students to work beyond the standard of the 2 unit course,.

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

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

5. REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

At least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English

At least three courses of 2 units value or greater

At least four subjects

At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.

The Board of Studies publication *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

If you wish to receive the Australian Tertiary Admissions Ranking (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course.

The booklet, *University Entry Requirements – Year 10 Booklet* published by UAC contains important information about entry to university courses, course pre-requisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry. This booklet is available for loan from the Library.

If you do not wish to receive a ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses. You will be eligible to receive a Higher School Certificate.

Eligibility for the Higher School Certificate

To be awarded the HSC a student must meet the following requirements:

- Satisfactory attendance and application
- Satisfactory pattern of courses
- Satisfactory completion of course requirements
- Satisfactory completion of assessment requirements
- A serious attempt in HSC examinations.

Completion of Course Requirements

In HSC courses, students may be deemed not to have satisfactorily completed the course if there is sufficient evidence of:

- Omission, to a significant degree, of experiences which are integral requirements of the syllabus eg assignments, practical work, participation in class;
- Preparation so trivial that poor examination performance is likely to result;
- Failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. If a candidate's attempt in a particular task scores zero, it is matter of the teacher's professional judgement whether the attempt is a genuine one or not.

Courses that are not satisfactorily completed will not be printed on Records of Achievement, Higher School Certificates or Result Notices.

Change of Course

Procedures to be followed:

- A change of course may be approved by the Principal provided all assessment requirements can be satisfied. Students who wish to change courses must consult with the Subject Teacher and Tutor who will refer the matter to the Director of Curriculum or Principal. The final decision will require the approval of the Principal and written permission from parents.
- If a change is made after the entries are submitted, a Correction to Entry form signed by the Candidate and the Principal must be submitted.

Variation to Examination Results

Where the Board is satisfied that a candidate was unable to attempt an examination, or where the examination performance was affected by circumstances beyond the candidate's control, the Board will endorse the candidate's examination result with the annotation that the result is a predicted mark based on the candidate's school assessment. This occurs most commonly as the result of a successful appeal on the ground of illness/accident and/or misadventure.

Disability Concessions

The Board will consider applications for concession on behalf of candidates having such manifest physical handicaps as partial sight, blindness, deafness etc. The Board will also consider applications on behalf of candidates having communication disorders, such as dyslexia, and dysgraphia. A committee of specialists will consider applications, before recommendations are submitted to the Board. Applications MUST be fully supported by clinical evidence. Students who could be eligible for such consideration should have been tested for the disability well before their HSC year and schools should have records of the nature of the learning difficulty.

Determination of HSC Results

Schools are required to submit assessments of student achievement in all courses. The assessments of Board Developed Courses are moderated on a common scale, based on the school's examination performance, so that they can be compared with those of other schools. These moderated assessments are then averaged with the student's scaled examination mark to provide the basis for selection of each student's best 10 units for tertiary ranking.

Content Endorsed Courses have the school's internal assessment recorded on the HSC but these marks do not contribute towards tertiary ranking.

6. REPORTING IN THE HSC

The HSC reports that you will receive from the Board of Studies will provide you with detailed descriptions of the outcomes you have attained in each subject.

The mark achieved in each 2 Unit course will be on a scale of 0 to 100. The mark of 50 will represent the minimum standard expected.

There will be five performance bands above 50 that correspond to different levels of achievement of course outcomes. The band from 90 to 100 will correspond with the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

- The HSC Testamur (official certificate confirming your achievement of the requirements for the award)
- The Record of Achievement (this lists the courses you have studied and reports the marks and bands you have achieved)
- Course Reports (for every HSC Board Developed Course you will receive a report showing marks, performance scale and band descriptions together with a graph showing the state wide distribution of marks in the course)

7. THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Definition:

The Australian Tertiary Admission Rank (ATAR) is a tool used by universities to rank students applying on the basis of their HSC results used by the universities.

The ATAR provides a measure of overall academic achievement in the HSC.

However, it is important to note that the ATAR is:

- A rank NOT a mark
- Made up of scaled marks, not the marks that appear on your HSC
- Calculated by the universities and released by the University Admissions Centre (UAC)
- Used by universities to rank applicants for entrance to university in a fair and equitable way

The ATAR is reported as a number between 0 and 100.00 with a interval of 0.05 to provide the discrimination required by universities for selection purposes. The top ATAR is 100.00, the next is 99.95, the next 99.90 and so on. Students with equal aggregates get equal ATARs. An ATAR of 50.00 indicates that the student is half-way up the age group of that year. An ATAR of 75.00 indicates that the student is three-quarters of the way up the age group of that year. An ATAR of 99.95 indicates that the student is ahead of 99.95% of all the age group of that year.

Eligibility for an ATAR:

To be eligible for an ATAR a student must complete at least ten units of Board Developed courses including at least two units of English. The Board Developed courses must include at least three courses of two units or greater and at least four subjects. Only one Category B course will be used in calculating the ATAR.

Scaling:

The ATAR is determined by UAC in such a way as to achieve two different aims:

To enable the comparison of students who may have taken different combinations of HSC courses; and to take into account the strength of the competition in each course.

The ATAR scaling process is the way in which the HSC marks achieved by students are adjusted to achieve these two purposes. ATAR scaling estimates the marks students would have received in their courses had all students attempted those courses. Generally, student's marks are positively adjusted if the strength of the competition in the course is high and negatively adjusted if the strength of competition in a course is low. But a student whose mark is well away from the average might move in the opposite direction.

The scaling procedure modifies the mean (average), the standard deviation and the maximum mark of the course using as a criterion the overall demonstrated academic attainment of the course candidature. The maximum mark in a course will be related to the mean of the scaled marks for that course. Because the maximum mark can be modified there will be no advantage for students to choose what is perceived as an easier course rather than what is perceived as a more difficult course.

All two unit courses are scaled in the same way. Extension courses will be scaled in the same way as three unit additional courses were scaled under the old HSC. The marks from Category B courses are scaled in the same way as all other courses.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- The best two units of English; and
- The best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.

Note: UAC does not report individual scaled marks and aggregates to students. In addition, the rank order of scaled marks for most students will be different from the rank order of course marks, so looking at your HSC marks, you can't tell which courses have been included in your ATAR. Students who are eligible for an ATAR but who have not completed at least eight units from Category A courses will, nevertheless, have an ATAR determined. It will be based on an aggregate of scaled marks comprising their best two units of English, their remaining units from Category A courses and their best two units from Category B courses.

Marks to be included in the ATAR calculation can be accumulated over a five year period. If a course is repeated, only the last satisfactory attempt is used in the calculation of the ATAR.

Remember: the ATAR is a measure of overall academic achievement in the HSC. It enables universities to rank applicants for tertiary selection in a fair and equitable way. The ATAR is designed only for use in tertiary selection as a possible indicator of readiness for university study. There is no notion of pass or fail.

UAC Website: www.uac.edu.au

8. VOCATIONAL EDUCATION AND TRAINING COURSES IN THE HSC.

Students entering Years 11 and 12 are able to undertake vocational education and training (VET) courses and gain nationally recognised qualifications. In regards to some VET courses, students can undertake to sit a HSC exam on the subject and then use this for their Australian Tertiary Admission Rank (ATAR).

Students who may consider a Vocational Education or TAFE course you should first consult with your careers advisor regarding the following:

- Courses delivered at TAFE
- Getting to TAFE
- Post School Options
- Employment
- How to apply for TAFE

Students should not regard TAFE and other VET courses as an easy option. All HSC courses require a serious commitment and regular attendance to gain maximum benefit.

University Study: Students studying AQF courses and completing the external exams are able to include their results in those subjects in the calculations of the ATAR. Students who do not gain a ATAR can proceed to higher level studies at TAFE or other RTOs. Upon successful completion of a diploma qualification students may be able to apply for entry to a related university course with advanced standing - meaning a considerable saving in Higher Education Contribution Scheme (HECS) charges.

PRELIMINARY AND HSC COURSE ASSESSMENT POLICY

(i) Definition

Schools are to provide an Assessment of student achievement in each course studied for the Preliminary and Higher School Certificates. The Assessment is based on achievements measured through the course and encompasses performance in all syllabus objectives and outcomes except those relating to values and attitudes. The final HSC Assessment mark submitted is defined as: *'The mark determined for each candidate studying a Board Developed or a Content Endorsed Course which represents a measure of the student's achievement relative to other students by the end of the course in Year 12.'*

The purpose of the School Assessment is to provide an indication of your achievement in a wider range of syllabus objectives than can be measured by the HSC examination alone. 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. Therefore, your Assessment covers both examination and non-examination objectives.

(ii) Assessment and Course Requirements

Completion of the assessment programme is a requisite for the award of a Higher School Certificate. Preliminary work must be completed satisfactorily before you enter the HSC course. Candidates who do not comply with the Assessment requirements will NOT have a moderated Assessment mark nor an examination mark awarded for the course. In the case of extension courses, students who fail to meet the Assessment requirements for the common part of the course will not receive a result in the course at all.

(iii) Assessment Programmes

Assessment programmes are prepared for each of your courses. These will advise you of:

- The components and their weights for each course as specified by the Board of Studies.
- An indication of when the various assessment tasks will take place. The Assessment Calendar will inform you of the precise timing of each assessment task.
- The mark value (weighting) of each task in relation to the total number of marks for the course
- The nature of each assessment task (eg assignment, test, project etc)

An Assessment Programme will normally consist of:

3-5 tasks for a 2 Unit course

2-3 tasks for a 1 Unit course

If a task does not discriminate adequately between students or has been made invalid by circumstances, your teacher may set an additional task. However, valid completed tasks cannot be discarded although they may be re-weighted following discussion with the Director of Curriculum and Principal.

(iv) Notification of Assessment Tasks

Warning: It is your responsibility to know the assessment dates and to be in attendance.

Teachers are required to submit proposed dates for Assessment tasks in both Year 11 and Year 12 to the Director of Curriculum who draws up an Assessment Calendar. This Calendar is usually placed on the school website at the end of a school term in preparation for the next term. Amendments to the Calendar might be necessary from time to time and the school aims to provide at least two weeks notice of any amendments to the Calendar.

When the Assessment Calendar is issued, you must immediately notify your teacher or the Director of Curriculum of any concerns – preferably in writing. Also, if there are unexpected clashes that arise due to the timing of an Assessment task, eg. due to an excursion or sporting fixture, you must immediately notify your teacher or the Director of Curriculum.

At least 2 weeks prior to each Assessment task you will be given notification, in writing, of the following:

- Outcomes to be assessed
- The date and timings of the task
- Course components and weightings
- A description of the scope, content and nature of the task
- The marking criteria or marking scheme.

If you return to school after an absence, you must check with each of your subject teachers whether any information regarding Assessment dates and tasks have been issued.

If you are uncertain about the precise details or the nature of a task, you must immediately raise any concerns related to these details to your teacher or the Director of Curriculum.

(v) Completing and submitting Assessment Tasks

The School and the Board of Studies expects all students to undertake all assessment tasks set.

Note: It is your responsibility to be present and prompt for an assessment task

Note: It is your responsibility to present an assessment task by the due date and time. The weekday deadline for a hand-in task is 3.15 pm on the due date, unless otherwise specified in the task notification sheet provided.

Note: You should hand a completed task directly to a nominated person on the given date, by the given time; do not simply leave a task in a place such as a teacher's desk.

Once notice of deadlines has been given, staff will not pursue students for work.

Warning: Failure to hand in assignments on time will result in a zero mark unless Illness/Misadventures applies (see below). Where there is no valid reason for non-completion of an Assessment Task, a zero mark will be recorded for that task. The Director of Curriculum will inform parents in writing.

If you are awarded zero marks for a task, you must still complete and submit the task to your teacher. Failure to do so means that you might fail to meet course requirements that could lead to the award of an N determination. An N classification will automatically apply if you fail to submit 50% of assessment requirements. This will result in you not being given a School Assessment for that subject and the Assessment Mark recorded on your Certificate will be entered as N.

When you choose to use electronic equipment to prepare and record Assessment Tasks and assignments, you must ensure that the work is saved regularly and backed up on a thumb drive, on hard disk and with a hard copy, well in advance of the due date. When printers do not work, you should bring your work in on a memory device and arrangements can be made to have the work printed out.

Warning: Failure of equipment, where there is no evidence of the preparation of the lost material, is not an acceptable reason for handing work in after the due date.

(vi) Ethical Behaviour in Assessment Tasks

Students must behave ethically in all aspects of Assessment. This includes the following guidelines:

- Students are responsible for completing their own work.
- Students are subject to normal school rules throughout the periods of an assessment task. It is therefore, inappropriate for students to absent themselves from school, or from classes while at School, in order to complete Assessment tasks.
- Students must follow the instructions for completion set out in the Assessment Notification.

Students must not:

- Smoke, eat or chew in an Assessment or Examination Room
- Speak to any person other than the teacher in charge
- Behave in any way likely to disturb the work of any other student or upset the conduct of the task
- Attend a task under the influence of alcohol or illegal drugs
- Take into an Assessment Room any books, notes, paper or any equipment other than the aids specified by the teacher in charge
- Engage in academic misconduct in completion of an Assessment Task. This would include copying another student's work in a test, submitting another student's work as your own, plagiarism, allowing your work to be copied by another student etc.

Students are expected to make a serious attempt in all assessment tasks. All verbal claims and documentation used to support Illness/Misadventure Applications, Appeals and Reviews must be honestly obtained and used.

Warning: Students absent within the five school day period before an assessment task will be asked to provide documentation, such as a doctor's certificate, that verifies their absence as genuine.

(vii) Illness and Misadventure

Illness or accident, means illness or physical injuries suffered by the student which allegedly affects your performance in the task, eg influenza, an asthma attack, a cut hand etc.

Misadventure, means any other event beyond the student's control which allegedly affects your performance in the task, eg death in the family, disruption at the examination centre, faulty examination paper etc.

When Illness/Misadventure prevents you from attempting an Assessment Task, advice by phone to the Administration Office by 9.00 a.m. on the day the task is due, is required followed by written evidence to support your claim. In the case of illness this written evidence is to include a Doctor's Certificate.

If you are absent on a due date for a prepared or hand-in task, the task (or stage of the task) must be submitted to your teacher immediately on return to school, even if incomplete.

If you are absent on the date of an in-class task, you must assume that you will sit the task (or alternative task) on the day that you return to classes.

(viii) Leave from Assessment Tasks.

Except in extra-ordinary circumstances, leave will NOT be granted from an Assessment Task. If you wish to take leave from an Assessment Task, you must apply in writing to the Principal providing clear evidence as to why leave should be granted. You must wait until permission has been given before taking leave. You should not automatically assume that leave will be granted. If leave is granted your teacher will make a decision about the alternatives available. These may include:

- Completion of the same task at another time
OR
- An alternative task at another time
OR
- An estimate based upon evidence of progress through the duration of the course.

If you are under suspension from school, you may be given the opportunity either to:

- Return to school to complete a task
- Complete a task under supervision at a separate venue and return it to school via another person, fax or Express Post
- Complete a task at a time and place designated by the Principal.

(ix) Long Term Assessment Tasks and Projects

Long Term Assessment Tasks are characterised by one or more of the following:

Extended preparation time (usually at least 4 weeks)

Submission of work in stages over a sequence of deadlines

Substantial weighting and task size

Stages of a Long Term Assessment Task are treated in the same way as ordinary Assessment Tasks; deadlines must be kept and failure to submit work will be treated in the same way as other Assessment Tasks.

Extensions for a Long Term Assessment Task are unlikely to be granted except in exceptional circumstances such as the result of prolonged illness or misadventure (supported by medical evidence/advice) during the work leading up to the due date. Your teacher will be unlikely to grant an extension in the case of:

- Technical difficulties
- Misplaced work assignments
- Difficulties with research that should have been addressed by early commencement of research
- Brief periods of illness or misadventure
- Organisational problems experienced in the days leading up to the deadline.

When illness is the reason given for an extension, the extension will only apply for the equivalent number of days as specified on the medical certificate.

In seeking an extension, your teacher will consult with the Head of Faculty and Director of Curriculum before granting the extension.

(x) Assessment Marks

In each of your courses, a mark will be awarded to you for your performance in each of the tasks in the Assessment Programme. This mark will be based on the teacher's judgement of your performance of learning outcomes, measured against the marking scheme provided by the teacher.

The School will NOT scale your Assessment Marks.

If you wish to dispute a mark, you must raise the matter with your teacher as soon as possible after receiving the mark. If the dispute cannot be resolved immediately, your teacher will consult with the Head of Faculty and/or Director of Curriculum. There is also the possibility of appealing to the Board of Studies if you are unhappy about the School Review Committee's decision.

The School Review Committee comprises:

Teacher
Head of Faculty
Director of Curriculum
Principal

Note: You cannot appeal to the Board against a teacher's judgement of your performance on a particular task after final assessment rankings have been issued.

The marks you receive for each task in a course will be added together according to the weightings indicated on the Assessment Programme. This will produce the Final Assessment mark submitted by the school to the Board of Studies.

For HSC courses the Board of Studies will moderate only the final Assessment mark in each of your courses. The School Assessment marks for all the candidates in that subject are adjusted to get the same spread of marks as the external examination results obtained by the school. The purpose of this is to ensure that the assessment marks given by each school are based on comparable standards to those of other schools.

(xi) Appealing Assessment Grades and Marking

Students who wish to appeal the grading of an assessment task need to:
Discuss their work with the appropriate Head of Faculty
Appeal in writing to the Director of Curriculum, within 5 days of the task being handed back.
Clearly state in their appeal the grounds for the appeal.

Once an appeal is received by the Director of Curriculum they will discuss the matter with the Head of Faculty and organise for the work to be remarked. If an appropriate internal marker is not available an external marker will be sought. The student's mark will be the remark or an average of the remark if more than one is sought.

(xii) Reporting on Assessments

Students will be informed of the performance on each Assessment Task. Information will include the following:

- Mark given as per marking scale provided;
- Weighted mark as per Assessment Programme and
- Formal written feedback on student performance.

Note: the School is required by the Board of Studies to keep cumulative Assessment marks confidential.

Your final ranking in each of your subjects will be made available to you after the HSC Examinations. You may request a review of this assigned rank if you consider that the School's order of merit for a particular course is not consistent with your expectations based on your performance on assessment tasks after making due allowance for component weightings, or if you feel that the school has not followed correctly the component weighting guidelines.

You must request such a review before the closing date stated in the HSC Handbook issued by the Board of Studies.

The Review Committee, chaired by the Director of Curriculum, will check the component weighting allocations and all calculations to ensure that no error has been made.

Please note that the Board has specifically stated that a teacher's judgement of the worth of individual assessment tasks, as reflected in the mark or grade awarded will not be subject to review. Schools are not required to retain test papers, student assignments, projects, practical exercises etc as evidence for assessments.

(xiii) Changes to Assessment Policy and/or Schedules

Any changes to School Policies and Procedures will be communicated in good time and such changes should be noted in this Handbook. Changes might include such things as change of date for a task, addition or deletion of a task from the stated programme etc.

Advice: It is important to keep Assessment in perspective and to recognise that it is one part of a broad learning process. Together with the school examinations and other assignments, essays, projects, seminars etc, it is intended to measure understanding and development in the subjects studied. Assessment is really just an extension of the normal classroom practice. Non-Assessment work enables you to acquire knowledge and skills to be used in assessment tasks and examinations and is a great help in attaining maximum marks. The students who achieve their best in both Assessment and Examinations will be those who work consistently in their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.

Students and parents may seek assistance regarding assessments at any time and should feel welcome to do so. It is important to feel comfortable with the assessment system and advice and help are readily available by telephoning the School. Above all, please communicate any concerns immediately they arise.

Scone Grammar Secondary School

Homework Policy:

Stages 4, 5 and 6 (Years 7 to 12)

Preamble

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning.

Schools, in consultation with staff, parents and students, are responsible for developing and publishing a homework policy consistent with its beliefs about the appropriate role of homework.

Principles

Homework is seen at Scone Grammar School as another opportunity for parents to participate in their children's education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.

Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school's homework policy.

Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self-discipline, skills in using out-of-school resources and personal responsibility for learning.

Upper primary and secondary school students should use homework diaries. Diaries provide a means of regular communication between parents and the school.

Failure by students to complete homework on a regular basis should be communicated with parents.

Parents and caregivers can help their children by:

- Encouraging them to take responsibility for their own learning and organisation;
- Observing and acknowledging their success, and asking how their child's class and homework is progressing;
- Attending school events, displays or productions in which their children are involved;
- Encouraging their child to set aside a regular daily session to read and complete homework;
- Setting an example by reading themselves;
- Contacting the relevant teacher or the child's tutor to discuss any problems their children are having with homework;
- Helping their child to complete homework by discussing questions or directing them to resources. Usually it is better to encourage children to complete homework themselves;
- Helping their child to balance the amount of time spent completing homework and engaging in recreational and / or leisure pursuits;
- Checking whether homework for Upper Primary and Secondary students has been set, and ensuring their child is keeping a working homework diary;
- Reading texts set by teachers, discussing a child's response to the text and asking to see work they complete in relation to the text; and
- Discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

Teachers can help their students by:

- Setting regular homework to help students establish a home study routine;
- Setting varied, challenging and meaningful tasks relating to class work that are appropriate to their students' learning needs;
- Giving students enough time to complete homework, taking into account home obligations and co- and extracurricular activities;
- Assessing homework and providing timely and practical feedback and support;
- Making effective use of homework diaries;
- Coordinating the allocation of homework and assignments by different teachers in the secondary school via reference to the school's assessment calendars;
- Helping students develop organisational and time-management skills needed for them to be responsible for their own learning;
- Ensuring that students have good research skills, including the effective and appropriate use of information technology;

- Ensuring that parents and caregivers are aware of the school's homework policy; and
- Developing strategies to support parents to become active partners in their child's completion of homework, assignments and revision.

Guidelines for the completion of homework and revision

At Scone Grammar School we believe that expectations for homework for students should be "stage" based, that is, the expectations of time spent completing homework should be consistent across the stages of learning as prescribed by the NSW Board of Studies. We also make the distinction between "Core Curricular" and "Co-Curricular" homework at our school.

Core curricular homework tasks are those set in formal school subjects by class teachers, to assist students to meet measured outcomes as established within NSW Board of Studies courses. Core curricular homework includes Mathematics, English, Science, HSIE (History, Geography, Religious Education), PD/H/PE, Design and Technology, Visual Art, Languages Other than English (Japanese and/or French), Music and all the elective choice subjects in Years 9 through to 12.

There are five general forms of homework assigned to students in the secondary school:

- Preparatory reading;
- Non-assessable homework tasks (eg. Q&A responses, extended response tasks, textbook exercises);
- Assessable assignment tasks (eg. formal essays, reports, projects and presentations);
- Development or completion of practical tasks (eg. in the PD/H/PE, Drama, Music, Visual Art or DAT areas); and
- Course / subject revision.

Any or all of these activities would constitute a legitimate use of homework time by a student at Scone Grammar School. In subjects or tasks requiring analysis of text, development of argument and articulation of opinion, homework and revision may best be approached in several longer study sessions during the week. In other areas such as reading for English, Mathematics or Music, homework and revision might be better approached within short periods of "practice" time each night.

Students should consult their subject teachers to confirm the best approach or approaches to homework for their subject, and should

determine a homework and study timetable that meets their own individual needs.

As a general guide, we suggest the following timeframes for all core curricular homework for students aiming at success in their studies at Scone Grammar School:

Stage 4 (Years 7 and 8): 60 to 90 minutes, five nights per week

Stage 5 (Year 9 and 10): 90 to 120 minutes, five nights per week

Stage 6 (Years 11 and 12): 120 to 180 minutes five nights per week, increasing up to 240 minutes per night with an additional six to eight hours at weekends during peak Preliminary and Higher School Certificate year periods.

These time allowance guidelines are most effective when time spent on homework and revision is distributed evenly throughout the week. It is not effective to 'cram' for hours on one or two evenings rather than spend appropriate time each night during the week.

In addition, all students may add another 30 minutes to an hour per evening for co-curricular homework – such as learning an instrument, attending football training, practising for drama or preparing for equestrian events or cattle club. At Scone Grammar School we believe that co-curricular activities and practice of skills are an important element of a students' overall homework programme, however, as they are non-compulsory they need to be articulated separately within the programme.

It is expected that students at Scone Grammar School, with the assistance of their parents and House Tutors, work together to establish a homework and study timetable that will most effectively meet their educational and social needs and expectations.

Scone Grammar encourages students in the secondary to avail themselves of the after-school tuition sessions available in the library from specialised subject teachers. Attending these sessions will allow students the opportunity to benefit from the expertise of subject teachers in the completion of homework, assignments or revision, as well as providing them with access to the school's library and information technology resources.

Finally, it is important to note that each student is different and has an individual learning style, personal aptitudes and preferences. This means that in practice the time needing to be spent in order to achieve a level of success in each subject area will vary from student to student. Students will also achieve different levels of success in any particular subject, despite the same or similar investments of study time as their peers. It should be acknowledged that students have their own areas of strength

and weakness, and these should be factored in to the time allocated to home study and the reasonable expectations of academic success for that student.

Scone Grammar Secondary School Assessment and Marking Policy (Stages 4 to 6, Years 7 to 12)

(i) Assessment principles at Scone Grammar School

Student assessment in the secondary school at Scone Grammar School is developed according to the NSW Board of Studies' 'Quality Assessment Principles', which provide the criteria for judging the quality of assessment materials and practices.

Quality assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning. In practice, this means:
- teachers reflect on the purposes of assessment and on their assessment strategies;
- assessment activities allow for demonstration of learning outcomes;
- assessment is embedded in learning activities and informs the planning of future learning activities; and
- teachers use assessment to identify what a student can already do.
- clearly expresses for the student and teacher the goals of the learning activity. In practice, this means:
- students understand the learning goals and the marking criteria that will be applied to judge the quality of their achievement; and
- students receive constructive feedback that helps them make further progress.
- reflects a view of learning in which assessment helps students improve their learning, rather than just achieving a better mark. In practice, this means:
- teachers use tasks that assess, and therefore encourage, deeper learning;
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement; and
- assessment is an integral component of the teaching-learning process rather than being a separate activity.
- provides ways for students to use feedback from assessment. In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers;
- feedback is clear and constructive about strengths and weaknesses; and
- feedback is individualised and linked to opportunities for improvement.
- helps students take responsibility for their own learning. In practice, this means assessment includes strategies for self-assessment and peer assessment, emphasising the next steps needed for further learning.
- is inclusive of all learners.

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best; and
- assessment activities are free of bias, and where possible, presented in a variety of styles.

(iv) Late Submission and Non-Completion of Tasks, Years 7 to 12

At Scone Grammar School we seek to work with parents and care givers to encourage students to take responsibility for their own learning. In most courses in the secondary school students are required to complete a number of homework and assignment tasks in their own time, and are required to hand this work in on a set date.

In most tasks students will be assessed either formally or informally on their ability to demonstrate course outcomes at an extensive (A), thorough (B), sound (C), basic (D), or elementary (E) level, within a stipulated timeframe.

In formal assessment tasks and assignments, where students have been unable to demonstrate achievement of any set outcomes within the timeframe and conditions set by the class teacher, they will be considered to have 'not yet achieved' the outcomes, and will accordingly be awarded an 'N' award. In terms of marks allocated, this will mean a mark of zero will be awarded for the task in question.

It will then be the responsibility of the student to take either or both of the following actions to redeem their performance, wholly at the discretion of the class teacher:

- consult the class teacher and review the course assessment schedule to ascertain whether the outcome can be achieved in another set task at a later date in the course; and / or
- arrange with the teacher to complete an alternate task measuring the same outcomes on their own initiative, again within a strictly administered timeframe.

(Note: for tasks subject to external assessment, as is the case for Year 12 Higher School Certificate assessment tasks, these alternate arrangements are NOT allowable).

It is stressed that it will be the student's responsibility, not that of the class teacher, to ensure that he/she has availed him/herself of an opportunity to demonstrate performance against course outcomes wherever they have failed to do so within the set assessment schedule.

Work that is submitted late, although subject to an 'N' award and a recorded mark of zero, will still be marked by the class teacher and appropriate feedback given to the student regarding his/her performance in the task as submitted.

Non-completion of tasks can make it difficult for a student to fully develop concepts and skills within a course of study, and for teachers to properly gauge the student's progress. It is therefore important that work is submitted - late or otherwise - in order to meet course requirements.

Should students be able to demonstrate evidence of genuine illness or misadventure having prevented their timely submission of a task, or their attendance at school during an in-class task, some alternative arrangement may be made at the discretion of the school Principal or his/her delegated teacher. Under such extenuating circumstances parents should contact the school to discuss evidentiary requirements, and make other arrangements with regard to course assessment if applicable.

Scone Grammar School Plagiarism Policy (Stages Early Stage 1 to 6, Years K to 12)

In completing any assignment set by a teacher at Scone Grammar School, you must make sure that the work contained therein represents the original product of your own efforts and not the efforts of others, beyond any fair and reasonable assistance that you might be given by your parent/s, guardian/s or teacher/s.

In the case of formal assessment and assignment tasks, you will also need to fully acknowledge, in the correct and proper fashion, any ideas, quotations or text you borrow or refer to from any other source - whether electronic, printed, spoken, broadcast or published in any form.

Plagiarism is not acceptable in any form at Scone Grammar School. Plagiarism occurs when a student copies or uses someone else's written work and ideas without any acknowledgement or reference to the original author or "owner" of that material. This unauthorised copying may take place from books, magazines, the Internet, emails, electronic media, television or radio broadcast, speeches, journal articles, past assignments or any other material which originates from a source other than the writer's own academic effort. Plagiarism can be present in both written and oral tasks.

By committing plagiarism a student will be awarded a zero or 'N' (not yet achieved award) for the part of the assignment or task they had plagiarised, *as determined by the Principal or the Director of Curriculum*. If you are at all unsure of correct referencing or acknowledgement procedures within the context of your assignment, please seek the assistance of your teacher.

COURSES OFFERED AT SCONE GRAMMAR SCHOOL

BOARD OF STUDIES DEVELOPED COURSES OFFERED THROUGH SCONE GRAMMAR SCHOOL

It is important to note that courses at Scone Grammar School can only run courses subject to student demand. For this reason, any of the courses listed below may not be offered in circumstances where a reasonably sized class cannot be formed, or where the school does not have the appropriate staff expertise available to teach the course. Whilst every effort is made to provide students with their preferred subject choices, this is not always possible and students should be prepared to consider a range of subject choices and combinations to avoid disappointment.

Key Learning Area

Courses available

ENGLISH

Standard
Advanced
Extension 1
Extension 2

MATHEMATICS:

General Mathematics

Mathematics
Extension 1
Extension 2

SCIENCE

Biology
Chemistry
Physics
Senior Science

HUMAN SOCIETY AND ITS ENVIRONMENT

Business Studies
Legal Studies
Ancient History
Modern History
History Extension
Geography

TECHNOLOGY AND APPLIED SCIENCES

Agriculture
Design & Technology
**Information Technology (Vocational
Education and Training)**
Hospitality (Vocational Education and

Training)

Key Learning Area (cont'd)	Courses available (cont'd)
CREATIVE & PERFORMING ARTS:	Drama Music I Music II Extension Music Visual Arts
LANGUAGE OTHER THAN ENGLISH (Distance Ed.)	French – Beginners French - Continuers Japanese – Beginners
PDHPE	PDHPE Community and Family Studies

B. BOARD DEVELOPED COURSES AVAILABLE TO SCONE GRAMMAR SCHOOL STUDENTS THROUGH DISTANCE EDUCATION

Depending on student numbers and availability of staff, some courses will be offered by arrangement through Distance Education. For these students, units of work, called Title Pages, are sent on a regular basis from a specialised school Distance Education Centre (DEC). Each student has a teacher at the DEC with whom they are in contact, and regular “field schools” are held which students may attend.

Students and their parent/s should refer to the NSW Board of Studies web site for a full list of HSC Board Developed Courses (http://www.boardofstudies.nsw.edu.au/syllabus_hsc/). Of course, delivery of any course will be contingent upon the school finding a suitable Distance Education provider who is able to deliver the course to Scone Grammar School students.

A member of staff at Scone Grammar School will also be nominated to supervise Distance Education students’ submission of regular work and assessment tasks. However, students enrolling as a Distance Education student MUST themselves be well organised and self motivated. Although the completion of work units and the distribution of materials

is supervised by the school, and staff are willing to assist students as and when necessary, it is the student's responsibility to complete the work - the student is being taught by the DEC and not by Scone Grammar School.

Scone Grammar School reserves the right to charge Distance Education candidates additional charges to cover the cost of any Distance Education courses on a cost recovery basis to the school. Such charges will be notified and discussed with the student and his / her parents prior to the course commencing.

Students wishing to do a course by Distance Education that is not available at Scone Grammar School should discuss this with the Director of Curriculum or the school Principal in the first instance.

C. BOARD DEVELOPED AND BOARD ENDORSED "VOCATIONAL EDUCATION AND TRAINING" (VET) COURSES AVAILABLE TO STUDENTS AT SCONE GRAMMAR SCHOOL THROUGH THE JOINT SECONDARY SCHOOLS / TAFE (JSSTAFE) PROGRAMME OR THROUGH OTHER REGISTERED VET PROVIDERS

Scone Grammar School is a Registered Training Provider (RTO) of VET courses through the Association of Independent Schools (AIS) in NSW. This means that we are able to deliver a limited number of VET courses to students that can provide both an HSC qualification as well as a nationally recognised VET qualification that may articulate into further courses or qualifications beyond school.

However, there are a range of VET courses available to students in NSW through local TAFE colleges that can be studied in Years 11 and / or 12 to contribute toward an HSC qualification. Such courses are called "JSSTAFE courses", and are generally available in industry or vocationally-specific areas. JSSTAFE courses are strictly limited to local TAFE College delivery arrangements, and most are "Category B" courses (only a limited number of Category B course "units" studied in the HSC can be undertaken, particularly if the student wants to be eligible for university entrance after the completion of Year 12).

Similarly, some other VET HSC courses are available through other private providers of vocational education and training. Such courses must also have "Board Developed" or "Board Endorsed" status in NSW to contribute toward the award of an HSC qualification.

JSSTAFE or private provider courses include those that are delivered in conjunction with a School-Based Part-Time Traineeship (SBPT).

JSSTAFE and private provider VET courses are billed to Scone Grammar School on a fee-for service basis. Although the school received some limited financial support via the AIS for the delivery of these courses, these funds rarely cover the full additional cost of a course. Accordingly, Scone Grammar School reserves the right to charge JSSTAFE and private provider course candidates additional charges to cover the cost of any VET courses on a cost recovery basis to the school. These charges may be inclusive of the cost of transporting students to local TAFE colleges or other "off-campus" institutions in instances where such transport has been agreed to and arranged between the parent and Scone Grammar School.

Potential JSSTAFE or private provider candidates should note that transport arrangements to and from local TAFE colleges or other institutions to attend JSSTAFE or other off-campus courses will be the responsibility of the student and/or the parent. Unless otherwise agreed and arranged, Scone Grammar School will not be responsible for transporting students to and from JSSTAFE or other off-campus courses.

Students wishing to find out more about JSSTAFE courses available to students at Scone Grammar School should talk to the school Careers Adviser before the subject selection process is completed. Students wishing to study a JSSTAFE course or a VET course delivered by a private provider, including those students who are entering into SBPT arrangements, must discuss this with the school Careers Adviser, the Director of Curriculum and Learning or the school Principal in the first instance.

Extra Provider Course Costs (Distance Education Course, VET and TVET)

Students and parents need to be aware that the Course cost from external providers, will be charged to the student/family. Some of these Courses attract a rebate which will be credited to this cost.

Examples for your reference:

Distance Education		\$1.050
TAFE range from	\$1,200 - \$3,200	
SBAT		\$550
(School-based Apprenticeship & Traineeship)		

Course Outlines

Course: English (Standard)

Course No: 15130

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: English (Advanced); English (ESL); English (Extension)

Course Description

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

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

Main Topics Covered

Preliminary Course – The course has two sections:

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

Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise 60% of the course content.

HSC Course – The course has two sections:

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

Modules that provide elective choices, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to choose one elective from each of three Modules A, B and C.

Particular Course Requirements

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

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

HSC English (Standard) Course requires the close study of:

- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts
- a wide range of additional related texts and textual forms.

Course: English (Advanced)

Course No: 15140

2 units for each of Preliminary and HSC

Board Developed Course

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

Course Description

In the Preliminary English (Advanced) course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and multimedia, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

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

Main Topics Covered

Preliminary Course – The course has two sections:

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

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

HSC Course – The course has two sections:

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

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

Particular Course Requirements

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

HSC English (Advanced) Course requires the close study of:

- at least five types of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; drama or film; poetry; nonfiction or media or multimedia texts
- a wide range of additional related texts and textual forms.

Courses: Preliminary English Extension, HSC English Extension 1, HSC English Extension 2

Course No: HSC English Extension 1 – 15160

Course No: HSC English Extension 2 – 15170

1 unit of study for each of Preliminary and HSC

Prerequisites

(a) English (Advanced)

(b) Preliminary English (Extension) is a prerequisite for English Extension Course 1

(c) English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions

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

Course Description

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

In HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.

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

Main Topics Covered

Preliminary English (Extension) Course

The course has one mandatory section: Module: Texts, Culture and Value.

HSC English Extension Course 1

The course has one section. Students must complete one elective chosen from one of the three modules offered for study:

Module A: Genre

Module B: Texts and Ways of Thinking

Module C: Language and Values.

HSC English Extension Course 2

The course requires students to complete a Major Work.

Particular Course Requirements

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

HSC English Extension Course 1 requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2009–2012 Electives and Prescribed Texts).

HSC English Extension Course 2 requires completion of a Major Work and a statement of reflection.

Course: General Mathematics
Course No: 15230
2 units for each of Preliminary and HSC
Board Developed Course

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

Exclusions: Students may not study any other Stage 6 Mathematics course in conjunction with General Mathematics.

Course Description

General Mathematics focuses on mathematical skills and techniques which have direct application to everyday activity. The course content is written in five areas of study, with an emphasis on application of specific skills and on tasks that involve integrating mathematical skills and techniques across a range of familiar and unfamiliar situations. These tasks may draw from more than one area of study, and encourage transfer of knowledge across the entire course, as well as linking with study in other Stage 6 subjects.

The course is fully prescribed, and is designed to support TAFE and other vocational courses. It provides an appropriate mathematical background for students who do not wish to pursue the formal study of mathematics at tertiary level, while giving a strong foundation for university study in the areas of business, humanities, nursing and paramedical sciences.

Main Topics Covered

Preliminary Course

- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

HSC Course

- Financial Mathematics
- Data Analysis
- Measurement
- Probability
- Algebraic Modelling

Course: Mathematics
Course No: 15240
2 units for each of Preliminary and HSC
Board Developed Course

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

Exclusions: General Mathematics

Course Description

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Course: Mathematics Extension 1

Course No: 15250

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

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

Exclusions: General Mathematics

Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

Main Topics Covered

Preliminary Course

- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Mathematics Preliminary course topics

HSC Course

- Methods of integration
- Primitive of $\sin^2 x$ and $\cos^2 x$
- Equation $\frac{dN}{dt} = k(N - P)$
- Velocity and acceleration as a function of x
- Projectile motion

- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of Mathematics HSC course topics

Course: Mathematics Extension 2

Course No: 15260

1 unit for the HSC

Board Developed Course

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject.

Exclusions: General Mathematics

Course Description

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

Main Topics Covered

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Mathematics Extension 1 topics

Course: Biology
Course No: 15030
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

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

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

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

Topics Covered

Preliminary Course

- Biology Skills Module 8.1

Core Modules

- A Local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

HSC Course

- Biology Skills Module 9.1

Core Modules

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

One Option from the following modules:

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

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Biology skill outcomes. Biology modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Biology skills modules 8.1 and 9.1.

The Preliminary course includes a field study related to local terrestrial and aquatic environments. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Course: Chemistry
Course No: 15050
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Senior Science (Preliminary only)

Course Description

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

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

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

Topics Covered

Preliminary Course

- Chemistry Skills Module 8.1

Core Modules

- The Chemical Earth
- Metals
- Water
- Energy

HSC Course

- Chemistry Skills Module 9.1

Core Modules

- Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

One Option from the following modules:

- Industrial Chemistry
- Shipwrecks, Corrosion and Conservation

- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Chemistry skill outcomes. Chemistry modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Chemistry skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Course: Physics
Course No: 15330
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Senior Science (Preliminary only)

Course Description

Physics investigates natural phenomena, identifies patterns and applies models, principles and laws to explain their behaviour.

The Preliminary course develops a knowledge of waves, motion, forces, fields, electricity and magnetism by focusing on increasing students' understanding of current communication technologies, the use of electricity in the home, interaction involving vehicles (such as car crashes) and the mechanisms that maintain the physical conditions of planet Earth.

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

Topics Covered

Preliminary Course

- Physics Skills Module 8.1

Core Modules

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

HSC Course

- Physics Skills Module 9.1

Core Modules

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following modules:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks

- The Age of Silicon

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Physics skill outcomes. Physics modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Physics skills modules 8.1 and 9.1.

Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Course: Senior Science

Course No: 15340

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Preliminary courses in Biology, Chemistry, Earth and Environmental Science and Physics

Course Description

The Preliminary course incorporates the study of the collection, storage and conservation of water resources, and the structure and function of plants, with an emphasis on Australian native plants. It examines issues associated with the protection of the body in the workplace and the interactions between organisms in local ecosystems.

The HSC course investigates the importance of a range of biological molecules found in humans and other organisms, the physical and chemical properties of chemicals used by people on and in their bodies, and information systems. The options draw on the increased information and understanding provided by improved technology to examine a variety of interest areas.

The Senior Science course caters for students requiring a broad overview across all disciplines of science and focuses on encouraging them to become scientifically literate citizens. The course emphasises skill development and is particularly suited to students who have achieved Elementary to Substantial Achievement in the School Certificate in Science. In the HSC study pattern, students may study HSC Senior Science in combination with the HSC course in Biology, Chemistry, Earth and Environment Science or Physics to a maximum of six units. Students who are undertaking the Senior Science HSC course must have satisfactorily completed the Preliminary course in Senior Science or Biology or Chemistry or Earth and Environmental Science or Physics.

Topics Covered

Preliminary Course

- Senior Science Skills Module 8.1

Core Modules

- Water for Living
- Plants
- Humans at Work
- The Local Environment

HSC Course

- Senior Science Skills Module 9.1

Core Modules

- Lifestyle Chemistry
- Medical Technology – Bionics
- Information Systems

One Option from the following modules:

- Polymers
- Preservatives and Additives
- Pharmaceuticals
- Disasters
- Space Science

Particular Course Requirements

Each module specifies content which provides opportunities for students to achieve the Senior Science skill outcomes. Senior Science modules 8.1 (Preliminary) and 9.1 (HSC) provide the skills content that must be addressed within and across each course. Teachers should provide opportunities based on the module content to develop the full range of skills content identified in Senior Science skills modules 8.1 and 9.1.

The Preliminary course includes field experience in the identification of soil types as well as how biological factors interact to form the local environment. Students will complete a minimum of 80 indicative hours of practical experiences across Preliminary and HSC course time with no less than 35 hours in the HSC course. Practical experiences must include at least one open-ended investigation in both the Preliminary and HSC Courses.

Course: HSC Ancient History
Course No: 15020
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil
Course Description

The Preliminary 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

Preliminary Course

- Part 1: Introduction
- Investigating the past: History, Archaeology and Science

Case Studies (at least ONE)

- Part II: Studies of Ancient Societies, Sites and Sources

At least ONE study to be chosen.

- Part III: Historical Investigation

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

HSC Course

- Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25%)
- Part II: ONE Ancient Society (25%)
- Part III: ONE Personality in their Times (25%)
- Part IV: ONE Historical Period (25%)

Particular Course Requirements

In the Preliminary course, choices of studies in Parts I, II and III, must be chosen from different civilisations. The Historical Investigation and choice of topics in Parts I and II must not overlap or duplicate significantly any topic attempted for the HSC Ancient History or History Extension courses.

Course: Business Studies
Course No: 15040
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

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

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

Preliminary Course

- Nature of business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business planning (40%) – establishing and planning a small to medium enterprise

HSC Course

- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

Course: Economics
Course No: 15110
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

Main Topics Covered

Preliminary Course

- Introduction to Economics – the nature of economics and the operation of an economy
- Consumers and Business – the role of consumers and business in the economy
- Markets – the role of markets, demand, supply and competition
- Labour Markets – the workforce and role of labour in the economy
- Financial Markets – the financial market in Australia including the share market
- Government in the Economy – the role of government in the Australian economy.

HSC Course

- The Global Economy – Features of the global economy and globalisation
- Australia's Place in the Global Economy – Australia's trade and finance
- Economic Issues – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management – the range of policies to manage the economy.

Course: Geography
Course No: 15190
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

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

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

Preliminary Course

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

HSC Course

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.
- Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.

Particular Course Requirements

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

Course: HSC History Extension

Course No: 15280

1 unit HSC

Board Developed Course

Exclusions: Nil

Course Description

HSC History Extension involves the study and evaluation of the ideas and processes used by historians to construct history. In Part I of the course, students investigate the question 'What is history?' through a selection of readings and through one case study. In Part II, students design, undertake and communicate their own personal historical inquiry.

Main Topics Covered

Part I: What is History? (60% of course time)

- Key questions:
- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have the approaches to history changed over time?
- Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

Part II: History Project (40% of course time)

- An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography and Process Log.

Particular Course Requirements

The Preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course.

Course: Legal Studies
Course No: 15220
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

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

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

Preliminary Course

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

Part II – The Individual and the Law (30% of course time)

Part III – The Law in Practice (30% of course time)

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

HSC Course

Core Part I: Crime (30% of course time)

Core Part II: Human Rights (20% of course time)

Part III: Two options (50% of course time)

Two options are chosen from: Consumers

- Global environment and protection
- Family
- Indigenous peoples
- Shelter
- Workplace
- World order.

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

Particular Course Requirements

No special requirements

Course: HSC Modern History
Course No: 15270
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

Main Topics Covered Preliminary Course

Part 1: Case Studies (50%)

At least TWO Case Studies should be undertaken (see below).

Part II: Historical Investigation (20%)

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

Part III: Core Study: The World at the Beginning of the C20th (30%)

A source-based approach is to be used.

HSC Course

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

Part II: ONE National Study (25%)

Part III: ONE Personality in the C20th (25%)

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

Particular Course Requirements

In the Preliminary course, one Case Study must be from Europe, North America or Australia (see list A on p.18 of the syllabus).

One Case Study must be from Asia, the Pacific, Africa, the Middle East or Central/South America (see list B on p.18 of the syllabus).

The Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the HSC Modern History or History Extension courses.

Course: Society and Culture
Course No: 15350
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

Preliminary Course

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

HSC Course

Core

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

Depth Studies

Two to be chosen from:

Popular Culture – the interconnection between individuals and popular culture

Belief Systems – role of belief systems in societies, cultures and personal life

Equality and Difference – the nature of equality and difference in societies and cultures

Work and Leisure – the nature and role of work and leisure in society.

Particular Course Requirements

Completion of Personal Interest Project.

Course: Community and Family Studies

Course No: 15060

2 units for each of Preliminary and HSC

Board Developed Course

Exclusions: Nil

Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Main Topics Covered

Preliminary Course

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

HSC Course

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

HSC Option Modules

Select one of the following (approximately 25% of course time):

- Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan.
- Social Impact of Technology The impact of evolving technologies on individuals and lifestyle.
- Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments.

Particular Course Requirements

Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Course: Personal Development, Health and Physical Education
Course No: 15320
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

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

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

Preliminary Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion
- Optional Component (40%)

Students select two of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance
- Optional Component (40%)

Students select two of the following options:

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

Particular Course Requirements

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

Course: Drama
Course No: 15090
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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

Preliminary Course

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

HSC Course

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

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

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

Main Topics Covered

Preliminary Course

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

HSC Course

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

Particular Course Requirements

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

Course: Music 1
Course No: 15290
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Music 2

Course Description

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

Main Topics Covered

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

Particular Course Requirements

HSC course

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

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

Course: Music 2
Course No: 15300
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Music 1

Course Description

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

Main Topics Covered

Students study 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 portfolio for the core composition.

Course: HSC Music Extension Course
Course No: 15310
1 unit/60 hour course
Board Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2) or at the completion of the HSC course in Music 2 for those students undertaking pathways.
Exclusions: Music 1

Course Description

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

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

Particular Course Requirements

Students selecting Composition or Musicology as their area of specialisation 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.

Course: Visual Arts
Course No: 15400
2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Course Description

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

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

Preliminary Course learning opportunities focus on:

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

HSC Course learning opportunities focus on:

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

Particular Course Requirements

Preliminary Course:

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

HSC Course:

development of a body of work and use of a process diary

a minimum of five Case Studies (4–10 hours each)

deeper and more complex investigations in art making, art criticism and art history.

Course: Agriculture
Course No: 15010
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

The Preliminary 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 HSC course builds upon the Preliminary 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

Preliminary Course

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

HSC Course

- Core (80%)
- Plant/Animal Production (50%)
- Farm Product Study (30%)
- Elective (20%)

Choose ONE of the following electives to study:

- Agri-food, Fibre and Fuel Technologies
- Climate Challenge
- Farming for the 21st Century

Particular Course Requirements

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

Course: Design and Technology
Course No: 15080
2 units for each of Preliminary and HSC
Board Developed Course
Exclusions: Nil

Course Description

The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing.

The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

Main Topics Covered Preliminary Course

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

HSC Course

Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

Particular Course Requirements

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

CAREERS

WORK EXPERIENCE

In addition to the work experience in Year 10, you are also encouraged to take on other placements during holidays in areas in which you are particularly interested. Employers regard successful work experience very highly and it is very valuable to have on a resume. Educational institutions you may apply to will also consider independent work experience an asset. To find suitable placements, use the folder in the Careers section of the Library titled 'Previous Work Experience Placements'. Use the Internet and phonebooks, personal contacts etc. To organise a holiday placement, ring or visit the business you wish to attend and explain your intentions. Phone calls can be made from the Library. Once they agree to accept you, organise the necessary paperwork, which is available from your Careers Advisor.

Action Plan: File letters of application, work experience reports and references etc for building your Resume.

CAREERS INFORMATION

There is a Careers section housed in the Secondary area of the school library. This area has information on a range of careers, from those which require no formal training to those which need a University degree. There is information on the following:

- How to start making some career decisions
- Private training colleges
- Job seeking help
- How to put together a resume
- TAFE courses at all levels
- NSW Universities
- Interstate Universities
- Accommodation
- Studying overseas
- Computer and internet facilities
- Exchange studies
- Details of previous work placements

STUDY SKILLS CENTRE

Several items on effective study skills are located within the Careers section of the school library. The call number of these items commences with the letters 'SS'. As well as information on study skills, other areas are covered, for example, writing essays and time management.

THE CAREERS NOTICEBOARD

This is located in the Careers section of the School Library and includes the following:

- Calendar of events including Open Day dates, short courses, orientation sessions, information sessions, Scholarship information and closing dates.
- Advertising and information from a variety of training institutions and prospective employers.
- Exchange student information.

Towards the end of July, the University Admissions Centre (UAC) publishes the UAC Guide, which gives all the information you need to apply for a place at University in NSW. Applications are made by telephone or Internet and listed in order of preference. You may change your preferences until a few days after you receive your results.

It is important that you collect as much information as you possibly can before the assessments and exams begin to take all your time. Make the most of the information available to you and make decisions based on sound knowledge.

THINGS TO DO IN YEAR 11 ...

- Familiarise yourself with the Careers section of the library and also the Study Skills section.
- Make a habit of checking the Careers noticeboard weekly.
- Update your resume which is written in Year 10.
- Complete a plan for visits to Universities, other institutions etc for their Open Days.

THINGS TO DO IN YEAR 12 ...

- Refresh your knowledge of the Careers section and Study Skills section in the library.
- Continue checking the noticeboard weekly.
- Check early application dates.
- Arrange to visit Universities, etc that you are particularly interested in.
- Update your resume regularly.

THINGS TO DO THROUGHOUT YOUR SENIOR YEARS

- Check the Careers noticeboard weekly.
- See your Careers Advisor with any questions or problems finding information.

Action Plan : Keep a record of visits to tertiary institutions and keep an ongoing list of possibilities for future careers.

YOUR CAREER PLAN

No idea what you want to do?



Talk to your Careers' Advisor



Read "The Job Guide" in the Careers' Area



Learn your way around the Careers' Area and browse



Talk to people you know and ask them about their careers



Read the Employment sections of newspapers



Try some more work experience in the holidays

You're interested in lots of areas or you know the field you're interested in, but have no specific plans



Collect information on all areas of interest



Watch for information on the Careers' Notice Board

Find out about training and employment



Visit Unis, TAFEs, etc. and speak to the students



Attend Open Days



Use the Careers' Area



Read every Careers' News publication carefully



Check the New Info list regularly



Watch for new information and ideas as you refine your plans



Make applications to as many options as you are interested in



Know exactly what you want to do



Keep your options open – you can change your mind

HOW TO WRITE A RESUME ...

A Resume is a personal details sheet, sometimes called a Curriculum Vitae. It should have personal details and details of your education, interests and any experience you have had. If you have to send a written application for employment or a place in a training or University course, the best way is to send a one-page application letter, your resume and any other information they require.

This list shows what should be in the resume. Read through the more detailed explanations of how to put your resume together and use this list as a guide for setting out. Your resume should be printed by computer and saved so that you can easily add extra experience or qualifications as you get them.

1. Personal details.
2. Education and qualifications.
3. Work history and experience.
4. School achievements.
5. Voluntary work.
6. Interests/hobbies.
7. References and referees.

Writing a resume is simply a matter of putting details down clearly under appropriate headings. To help you prepare a resume, here are some suggested headings and the information which should follow:

Personal Details

Full name

Date of birth

Full address

Telephone numbers (your own and a contact for messages)

Email address if applicable

Education and Qualifications

Show full results from your last year at school. For example:

NSW Higher School Certificate	Scone Grammar School
Subjects:	Band:
English - Standard	4
Mathematics - Advanced	5
Modern History	4
Physics	4
Geography	5
Visual Arts	5
Drama	6

Qualifications / Other Studies

Give details of any qualification you have or any other studies you have done, including when you studied and the results. Even if these do not relate directly to the job or course you are applying for, they show that you are eager to learn.

Some examples include:

Class A Driver's Licence.

St John's Ambulance First Aid Certificate (show year qualified)

Advanced Scuba Diving Course (show year qualified)

Netball Umpire's Certificate (show year qualified)

Work History and Experience

Show any previous jobs you have had. These can include part-time or holiday jobs as well as work experience. If you have helped your parents in their jobs or business in your spare time, show this too.

Putting your work history together and showing it clearly could look something like this:

Dates	Job Title	Employer	Duties
15/12/98- 25/1/99	Typist/Clerk	ABC Solicitors, Randwick	Filing, typing, word processing
18/12/99- 20/2/00	Farm Hand	XYZ Merino Stud, Sheepville, NSW	Drenching, herding, general duties

Voluntary Work

This is worthwhile including because it indicates a willingness to help others to do your share in an organisation. For example:

Fundraising for Canteen – show date/s.

Assistant in Aged Care Programme – show date/s..

School Achievement

Demonstrate all of your activity in the School community. Include debating, charity work, mock trial, coffee shop organisation, sports captains, group leadership, certificates, awards, etc. List these in chronological order, beginning with your most recent.

Other Interests / Hobbies

This information helps employers form a picture of you as an individual. For example, playing sport suggests fitness, interest in home computers could suggest a logical mind, community activities suggest that you like meeting and helping people.

Include skills or talents learned through courses or interest. These might include musical instruments, choir, pottery, ceramics, drama, photography, etc. Community activities might include youth groups, voluntary organisations, sport clubs, groups within school, other hobbies and leisure activities etc.

Referees

Show here the names, addresses, telephone numbers and email addresses of two people who are prepared to recommend you to an employer. They should be people who have known you for some time or who have supervised you at work or who have taught you. Don't forget to ask the person if they are willing to be a referee.

There are three types of references (a written document about you). References are placed in your portfolio. They may be one of the following:

A work reference which should be provided by a work supervisor (work experience is acceptable).

A Character Reference should be written by someone who knows you well and is recognised in the community, possibly a Justice of the Peace, a minister, a councillor or other professional person.

A School Reference from a teacher or the Principal.

1. THE NEED TO LEARN STUDY SKILLS

Study is an individual matter; methods that suit some individuals will not suit others and different methods are appropriate to different subjects. But whatever subject you are studying there are certain general principles which you should know about, and which should enable you to work out your own methods and develop a personal efficient and effective programme of study to help you through the HSC years.

Success in study depends not only on aptitude and hard work, but also on effective methods of study. Aptitude is not the only requirement; some students can do more work in a given time and do it more easily than others, but many capable students have failed to live up to expectation because they do insufficient work or because they have never learned how to study effectively.

Important study skills such as reading and note-taking, writing and summarising, and making plans and timetables have to be learned and practised. A programme of regular tutorial work will give help and direction in many of these areas. These notes are intended to reinforce many of the points raised at the tutorial sessions and to provide help and ideas for those wishing to develop their own study routines along tried and tested lines.

Research in America, Australia and Britain all strongly confirm the advice given to generations of senior students: the best students are those with the more regular study habits.

Good students are those who:

- Have a regular attendance at scheduled classes
- Revise their notes from class on the same day
- Do preliminary reading
- Read more required references
- Do not neglect weaker subjects
- Are disciplined in dealing with urgent tasks
- Are familiar with the Library facilities

The quality of your work counts just as much as the quantity – in fact, it is pointless to put in hours of study if they are not effective. We all know we can accomplish more in an hour of concentrated work than in a whole

evening spent dawdling over a textbook, without any real effort and intention to learn!

If you work out for yourself efficient systems of study you will be able to do your work better, with less effort and in less time.

Efficient methods of study are worth learning, not only for your immediate purposes of study, but also because your habits of work will stay with you all your life. Those who do well in academic work usually do well afterwards as well.

2. PLANS AND TIMETABLES

By far the most common difficulty in study is simple failure to get down to regular concentrated work. Many students muddle along, doing a bit of this subject or that, as the mood takes them, or letting their set work pile up until the last possible moment. Few students work to a set timetable.

The advantages of a timetable are the savings in time and effort, and the efficiency which results from taking an overall view of your total work load. Without a timetable you are likely to spend much time in indecision – in making up your mind when and what to study, in getting together the necessary books and materials and in getting into the appropriate frame of mind for productive work.

It is not easy to change old habits; it is not easy to change from a vague, unorganised way of study to a purposeful, organised one, but a student who means business will programme their study time so that they know when to work and what to work at – and, if they keep on top of the programme the year will be filled with achievements.

When preparing your study timetable you must take into account the following:

How much time?

We are all different: some work best to deadlines; others need a steadier, slower approach to work. It is difficult to be specific, therefore, about the hours that should be spent on academic work each week. This will vary from individual to individual. However, your work is broadly split into 3 sections:

Class work – Most HSC subjects will be timetabled with between 8 to 9 periods in a cycle. It is vital that these taught lessons are not missed.

Set work – each HSC subject requires a certain amount of preparation. It will vary from subject to subject, but that which is given will be the *absolute minimum* for you to progress in that particular subject.

Background reading – this is the hallmark of a true senior student and it is a habit that should be acquired as soon as possible.

Each day, time should be set aside for both set work and background reading. As far as possible a regular pattern should be established and adhered to. In Year 11 preparation will probably require at least one hour a day, as will background reading. Therefore, a working pattern of two hours a day needs to be established. In Year 12 this time will probably need to be increased from 12 to 15 hours a week. These totals are only a recommendation. Some will require more but none will require less.

Subject teachers will advise you as to whether or not you are doing sufficient set work and your tutor will help plan your working timetable. Do not forget other subjects that you may be studying such as TAFE programmes as these too will need time set aside. Never be afraid to seek advice. Your working pattern may take a few weeks to sort out and this is where Tutors, drawing on past experience will be able to assist.

Managing Time

'Free' time during the academic day should be taken into account – it is usually better to use this time for reading and library research which can be picked up and left again relatively easily.

It is better to spread work out over most nights of the week rather than concentrate your efforts over 2 or 3 nights only.

Write a study plan from week to week. It will be basically the same each week but you may need to vary it to fit in with tests, major assignments etc

Draw up a term plan to keep track of major trends in your study – assignment dates etc

Making up a timetable

Draw up a blank timetable for one week

Timetable breaks – it is important that breaks are short: 5 – 10 minutes
Complete all the commitments other than private study you have for the week; do not forget duties, sport etc.

Allocate an appropriate amount of time for each subject; try to ensure that a subject is given more than one spot on your timetable.

Make sure when drawing up your weekly timetable that you plan ahead and check your term planner for special events or major commitments

Weekends are a wonderful break from formal classes, but serious HSC students will find it necessary to allow some study time over a weekend.

Discuss your study timetable regularly with your Tutor

Using your Timetable

Place a copy of your study timetable in a prominent position – it will then make you feel guilty if you don't stick with it!

As you successfully complete each day, tick it off; this will give you a sense of achievement

Be honest about the time you set yourself; if you say you are going to begin work at 4.30 pm then do it!

If you set aside a certain amount of time for a subject and you finish early, always try to use the whole time. If you run out of time, stop and go on with the next item on the timetable. Always allow some flexible time at the end of your study in case you need time to finish things off. Keep a daily record in your diary of hours spent on particular pieces of work; this will allow you to assess whether an appropriate balance is being achieved among the various subjects.

3. CHANGING HABITS

If you mean to work to a plan and to become a more effective worker, you will have to change some of your habits, possibly habits of long standing.

If you have difficulty in studying and/or keeping to your study timetable, consider the following possible causes:

- Is it the work and your relation to it?
- Disinterest and boredom – you can't see the use of the subject or relate it to your purpose
- Difficulty of the subject – possibly your lack of groundwork, or you really have no aptitude for the subject
- Fear of failure – whatever your efforts you are afraid you will not be successful
- Work takes too long – you become tired and listless and make no progress
- Lack of necessary books and materials
- The work conflicts with other activities
- Too many extra-curricular activities
- Invitations from friends and family
- Interruptions via the telephone etc.
- There are too many distractions
- Noises – music, television
- Room too hot or too cold
- Easy chairs look too inviting

Take every opportunity to discuss the difficulties with your Tutor. They are in the best position to offer advice about your general programme.

Merely resolving to work harder is usually ineffective. But, you can enhance your motivation by setting yourself both short-term and long-term goals, by controlling sources of distraction, by charting your progress, and by immersing yourself in your studies.

4. A SYSTEM OF STUDY – SQ3R

A systematic approach to study has proved of value to many, many students in the past. There are 5 basic steps in the SQ3R method:

S	Survey
Q	Question
R	Read
R	Review
R	Revise

S – SURVEY

This is the preliminary review of the book or material. It involves skimming (glancing over the book and getting the feel of it) and scanning (looking at specific aspects of the publication)

How to survey a book?

Read - Author's name

Book Title

Date of publication

Publisher's name

Glance at chapter headings

Read chapter summaries if included

Look for a Glossary

Index

Bibliography

How to survey a chapter?

Read chapter headings

Read sub-headings and numbered points

Look at illustrations and diagrams

Read the introductory paragraph

Read the last paragraph or summary

How to survey the Internet?

(Refer also to section – Skills to Evaluate Internet Sites)

Choose appropriate search engines.

Be selective – there are huge variations in the quality and veracity of information online.

Read : Author's name (if available)

Web address

Date published

Avoid downloading masses of information – select and save information to be read, reviewed and revised later, as for any other text.

Ensure virus checkers are up-to-date and activated at all times.

Q – QUESTION

Ask yourself questions and look actively for the answers: this will allow you to focus on an outcome in your later reading or skimming.

What do you already know about the subject?

Change chapter headings into questions – eg Russia Modernisation – Why did Russia need to modernise?

What would you expect to gain if you read some or all of the book or chapter?

Remember: your reading time is limited so do not waste it. Once you have decided something is worth reading, write down the questions you want answered before you start reading.

R – READ

Once you have decided to read some or all of a book, divide your reading into manageable segments, probably chapters or sections.

Read any summaries or conclusions

Read the chapter or section quickly to get a grasp of the material

Note words in CAPITAL LETTERS, bold print, *italics* or underlined: these are known as directional signals.

Study the diagrams and other visual aids

Read it again, more slowly and ensure you understand what you are reading.

R – REVIEW

Go over what you have read; think about the main ideas and facts.

You could:

Simply re-read or recite

OR

Make notes in your own words. These should be not more than 1/10th of the original length.

OR

answer set questions

OR

If it is in your own textbook, highlight, underline, number points etc,

Note: students who make notes remember up to 4 times more than those who simply re-read

R – REVISE

Are you satisfied that you have gained what you expected through your reading? Check now!

Revise summarised points immediately, or as soon as possible, from memory and then check your notes.

Regular follow-up of revision is essential. List the main points from memory and then check your notes.

5. SPECIFIC SKILLS

5.1 NOTE TAKING SKILLS

It is essential that you learn to take good notes.

Note taking is an aid to learning since:

It provides a permanent record of what is said. If the information is not written down it will be easily forgotten.

Notes are essential for future revision and to reinforce learning

The information given may be difficult to find elsewhere

The teacher will emphasise the more important parts of the subject and help you to concentrate on the essentials

When you take notes you are using the senses of seeing, hearing and touch which reinforce learning

Note takers remember 4 times as much as those who don't take notes as the act of writing helps you to remember

Taking notes forces you to clarify your thinking by making you write in your own words

When to take notes?

In the Classroom

The teacher explains the topic and makes an outline on the blackboard – everything on the board plus some of the teacher's or class's comments.

Teacher uses videos, slides, tapes, pictures or records – main points the teacher makes plus a brief note about the source.

Teacher returns marked prep and assignments and discusses them – points of the teacher's comments and the prep answers.

Teacher introduces a problem or an issue and asks the class to discuss it – points in the discussion which the teacher says are useful.

At talks and lectures

Such talks are usually given by an expert in a particular field

write down the name of the lecturer, the date and the full title of the subject.

you may decide to spend most of your time listening and make a summary of the theme or main ideas later.

Class Discussion

Usually it is better not to write anything during the actual discussion but as soon as possible afterwards record the main ideas that come out of the discussion.

Films and videos

Films, tapes and television programmes, whether educational or for entertainment, can often provide very helpful notes.

Write down any useful information as soon as possible.

How to make good notes

Good notes follow the 5C Rule; they should be:

C – Clear

C – Concise

C – Comprehensive

C – Complete

C – Correct

There are two main types of notes: *Traditional and Patterned*.

Traditional Notes

Material is condensed using headings and sub-heading, and then emphasising the most important points or arguments

Use loose-leaf paper

Double spacing

Write on one side of the sheet only

Leave generous margins

This will allow notes to be rearranged and added to if required.

You must decide the layout which suits you best, but remember that it must be as clear and as comprehensive as possible. Here are a few suggestions:

(1) Use a consistent numbering system, eg:

- 1. Main heading
 - 1.1 First sub-heading
 - 1.1.1 Supporting arguments
 - 1.2 Second sub-heading
- etc. etc.

(2) Devise colour codes and use them eg:

Blue ink – school notes

Red ink – supplementary notes

Green ink – acknowledging sources

etc. etc.

(3) Use diagrams and illustrations as well as writing.

(4) Use abbreviations but be clear and consistent.

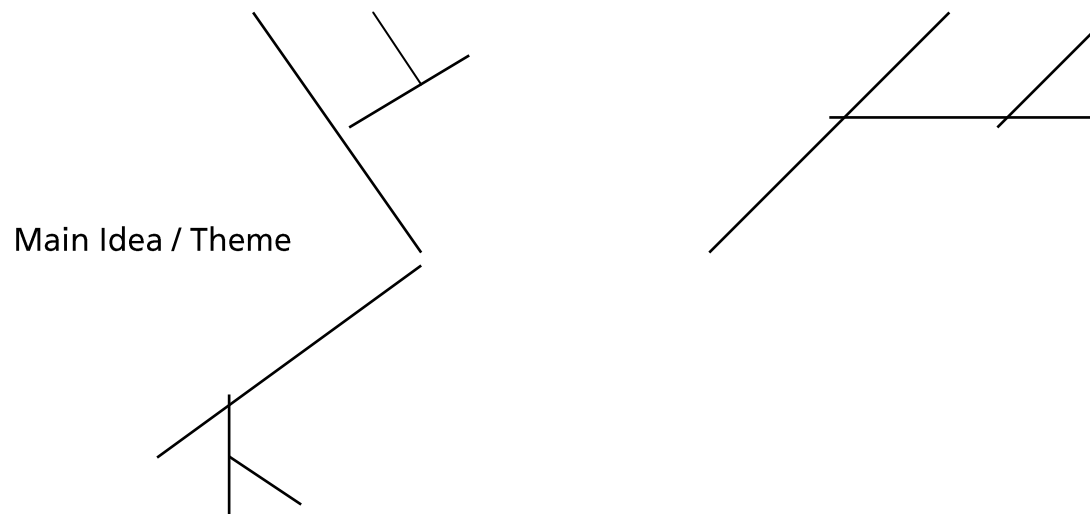
eg	for example	cf	compare
∴	therefore		because
w/	with	w/o	without
qv	see	page	
viz	namely	b/4	before
i.e.	that is	ref.	Reference
no.	number	etc.	etcetera
=	equals		

There are lots more – develop a standard set of abbreviations and use them!

Patterned notes

Patterned notes can be a useful alternative to traditional notes: they allow you to summarise your understanding and help to find links between information and ideas.

Start in the middle of the page and develop your ideas around the central thought.



There are some clear advantages of using patterned notes:

They let you see the whole picture

They are flexible (you can add to them)

They highlight links

They aid revision and memory (they can be put on noticeboards)

They help you plan projects, essays and exam questions

They are quick to read.

Keeping your notes

All notes should be kept in files in such a way that you can easily retrieve required information:

One file per subject

Split each file into topics by inserting dividers

Put an index at the front of the file

Cross-reference topics to other topics, or even other subjects

Do not expect to take individual files for each subject to class each day; carry one file only which contains the current work in each subject.

At the end of each day/week transfer your notes to the relevant files.

5.2 LISTENING SKILLS

Pay attention in class and *listen* to what is being said. Listening is a skill, which like every other skill, needs to be practised. Years ago teenagers 'listened' to the radio; today they 'watch' TV. Listening is the most difficult of the learning processes because the brain works faster than the teacher can talk. Instead of becoming impatient, think about what is being said and use the time to make good notes.

Things to look for:

Listen for key words – most teachers will use methods to emphasise key words or phrases such as changing volume, pausing, repeating a word or even changing the tone of their voice

Teachers will usually introduce a topic so look for signals that they are moving to another point or area

Teachers will often give a clue that a summary sentence will follow by using phrases such as finally; thus we see; this proves; etc.

5.3 ESSAY WRITING

To be able to write clear and simple English is perhaps the most generally useful of all educational skills. In order to write acceptably you need, first of all, a good vocabulary, together with an ability to judge whether a sentence is grammatically correct or not.

Formal essay writing is a craft, the main part of which is the subject matter or content, and that is combined with the way we say it. The expression should be concise and clear. Follow three basic rules:

Use the familiar word as opposed to the far-fetched

Use no more words than are necessary to express your meaning

Use words with a precise meaning and, in particular, prefer concrete words to abstract ones.

For example, the phrase 'in the contemplated eventuality' would be better written as 'if so' which has much the same meaning but is more immediately intelligible.

Essays are designed to test your thinking, writing and study skills. When writing an essay half the task is to know the topic, the other half is to explain it clearly and fully within the confines of the question asked.

Essentially there are seven stages in essay writing:

Approaching the essay – determine the amount of time and effort you can devote to a particular essay. In an examination take careful note of the total time available and the relative value of each question to be answered.

When writing essays as part of your class work, remember that they are worth spending time and effort because they:

Allow you to practise expressing ideas

Are an incentive for you to work

Provide a different method of study

Make you re-use your notes

Test whether you can apply your knowledge

Let you see how well you are doing

Can be used for revision later

Provide excellent practice for exams

Examining the question –

Look at the question carefully and jot down immediately any ideas which come to mind when you first read it.

Underline the directive terms in the questions and be sure that you fully understand their meaning.

Identify the key words in the question, ie words which give you an idea of the information required.

Write a rough plan for the essay; this should be a sequence of steps ie a list of main points which can later be transformed into paragraphs.

Collecting the material and essential planning -

Use a variety of relevant sources.

Begin notes on each source on a new page and record details of the author, title of book etc.

Always ask yourself what questions you require to be answered.

Go back to your rough plan and reassess your ideas – plan the body of the essay to reflect the balance suggested by the directive terms of the question and subsequently outlined in the introduction.

Do not move on to writing the essay until you are satisfied that your planned essay will answer the question, will be well balanced and well shaped, moving logically from point to point, and will reach a conclusion based on the arguments and facts.

Writing the essay –

A good essay should have a beginning, a middle and an end. You should also keep the essay clear, concise, relevant, logical and legible.

Spend time in organising and writing your introduction; this is an important paragraph as the examiner looks at it closely as it indicates the nature of the essay to follow. The introduction should explain how you are going to tackle the question. Refer directly to the question and concentrate on the key words. Use words from the question to help you. Provide an outline of what will follow.

Note: if it is a general essay, the reader's interest should be aroused from the beginning

If it is a subject essay, eg History, include a general introductory sentence giving time, place and setting

If it is a question on a novel, poetry or drama include the author and title of the work.

Next develop the body of your essay. Begin each paragraph with a topic sentence, which clearly states the subject to be discussed and then use the rest of the paragraph to elaborate on the idea to provide an adequate explanation. Use facts, quotations, etc to support your argument.

Write in a logical sequence of ideas following the order of your introduction and try to connect your paragraphs with a linking sentence. Check to see if your paragraph is clearly related to the question before writing the next one.

A good essay should finish, not simply stop. The concluding paragraph should only be written after you have read the whole essay and re-read the question. Firmly sum up your ideas and draw a conclusion from your explanation of the evidence.

In Brief:

Say what you are going to say

Say it

Say what you have said!

Reviewing and amending the essay – always read through your essay before submitting it for assessment. It might be necessary to correct spelling, grammatical structures, re-order paragraphs to achieve a more logical sequence etc. Constantly ask yourself – have I answered the question?

Take time to re-write the essay if necessary.

Learning from the essay – When an essay is returned to you, pay particular attention to the teacher's comments - it is far more valuable than the actual grade achieved!

Comments made will give new ideas, alternative approaches, different opinions.

Factual errors may be corrected.

Guidance may be given on improving written expression.

Correct spelling mistakes and learn the words!

Never be afraid to discuss a piece of work with your teacher if there are points you need clarified.

Read examples of 'good' essays on the same topic and take note of the comments made about them.

5.4 SKILLS TO EVALUATE INTERNET SITES

The Internet contains an enormous amount of useful information. It can provide access to libraries, museums and experts across the country and around the world. The Internet does not come from the gods; each site is constructed by an individual, or organisation with a purpose. When a book is published, it goes through an editing process where certain checks are made. This does not happen on the Internet. There is little, if any, quality control, censorship or editing. Anyone can open a site and publish anything. Students need to evaluate sites to know whether the information they contain is useful and reliable.

The following five criteria are useful for evaluating Internet sites.

Decode the URL

The first step in evaluating a site is to decode its Uniform Resources Locator, or URL. This indicates what type of site it is, for example government, commercial or educational.

URL	Meaning	Site Example
.edu	Education	http://hsc.csu.edu.au = HSC On-Line
.gov	Government agency	http://www.awm.gov.au = Australian War Memorial
.net	Network related	www.abc.net.au = Australian Broadcasting Commission (ABC)
.com	Commercial	http://smh.com.au = Sydney Morning Herald
.org	Non-profit and research organisations	http://greenpeace.org = Greenpeace

Many sites are designed especially to help you evaluate sites and information on the Internet. A useful address with questions to evaluate each type of site is:

<http://www2.widener.edu/Wolfgram-Memorial-Library/webval/htm>

Identify the author or creator of the site

Does the site show the author or creator?

Does the site show the author or creator's qualifications or experience?

Does the site provide an e-mail address for contacting the author or creator of the site?

Links

Is the site linked to other sites related to the topic?

Most quality sites link to other sites.

Purpose

Why does the site exist? Is it to provide information, to sell you something, to persuade you to think a particular way, to promote a particular cause? Identifying site purpose is an important step in the evaluation process.

Currency

Are there dates on the page to indicate when the page was written or when it was last updated?

Site reliability checklist

?? Could be unreliable:

sites produced by a private individual, but no information is given about them.

sites where no information is given about the author or agency is shown

sites where no author or agency is shown

sites which use racist, sexist or violent language to get their message across

sites which are biased or feature stereotypes, distortions and exaggerations

sites which take extreme viewpoints without providing verifiable evidence

sites which are not dated

?? should be reliable

sites produced by well qualified individuals eg professors or respected journalists

public interest organizations which have a clear ethical charter eg Amnesty International

Government, educational sites or non-profit organization and research sites

Sites which present information objectively rather than emotionally

Sites which provide a statement of intent which will help you detect point of view and bias

Sites which present both sides of a discussion, supported by verifiable evidence

Sites which are dated and recently updated.

REFERENCING

It is important when using someone else's work to acknowledge that work in an appropriate manner – this is known as Referencing.

Sources

If using a quotation from a secondary source and the primary source was not consulted then cite the secondary source. Secondary sources should be used only if the original reference is unavailable.

For example:

William James argues that "no state once gone can recur and be identical with what was before" (in Boring, 1950, p. 513)

References

When acknowledging an idea, simply cite the author's name and the year of publication.

For example:

According to O'Neill (1968), a teleological interpretation is often placed on the essentially deterministic account provided by Darwinian theory.

Reference Lists:

The reference list should contain all sources directly referred to in the essay. Books or articles read but not referred to in the essay should not appear in the reference list. It is NOT a bibliography of useful books but a means for the reader to follow up sources used in the essay. All quoted sources should appear in a single alphabetical list at the end of the essay headed: References

There are certain conventions used when listing references. These include consistent punctuation, order and capitalisation. The following examples show the main forms of reference.

Book –

Ashman, A.F. & Conway, R.N. F. (1989) *Cognitive Strategies For Special Education*. London: Routledge

Journal Article –

B. (1987) Gender, The Hidden Agenda: A Case Study In Educational Decision Making. *New Zealand Journal of Educational Studies*, 22 pp 59-69

Conference paper –

Robinson, G.L. (1987) *Is The Written Word Better Through Rose-Coloured Glasses?* Paper presented at Hunter Postgraduate Medical Institute Seminar: Horizon in Medical Science Newcastle NSW

5.6 REVISION

You learn facts and practical skills by means of study. In order to retain and build upon such knowledge and abilities, you must continually revise and practise throughout your course, and not just during the final few weeks before examinations.

Memory – when you use something it goes into your *short-term* memory. You must make a positive effort to select the important information and transfer it to your *long-term* memory, and then ensure that it remains there.

It is essential that you understand the material being studied; you must be interested in it, you must be actively involved in your studies and you must continually use the information to ensure that it remains in your long-term memory. The importance of using and re-using the information stored in your long-term memory cannot be over emphasised.

The more senses used in the original learning the better it is remembered: hearing, sight, touch etc

We remember best when:

We really want to remember something

We understand the material. Unrelated facts are difficult to memorise

The more associations the material has the easier it is to remember – we repeat the learning

Space out learning – learn a little at a time – continually revise

Use your sense of sight as much as possible

Use mnemonics – devices to help memorise small amounts of important information

Reciting the information as you write or read helps in the memory process

Rolling Revision – the most recommended programme for revision would be as follows:

On the same day that it is learnt

On the next day

A week later

A further month later

Then every further two months

This is not nearly as time-consuming as it sounds: every time you revise a piece of work it will become more familiar to you and will require less time to review. For such a system to work, some form of revision schedule is necessary. One way of doing this is to record the month at the top of your notes, alternating the colour of ink each month –

Eg	February	Red
	March	Green
	April	Red
	May	Green
	June	Red
	July	Green
	August	Red
	September	Green
	October	Red
	November	Green

It is then easy to see what must be revised each month.

For example, throughout April you would revise all RED notes; preferably revise the older work first as this will mean that at least three weeks should have elapsed before you revise the newest work. So, in August you would be going over work done in February, April and June.

Revision **MUST** be a regular part of your study programme. Use a variety of revision methods to keep it interesting.

Start by making summaries; this makes you think about the subject and reduces the amount of future reading. Make a detailed summary immediately after you have finished a topic and add it to your original class notes.

Later reduce your detailed summary to a few main headings with the number of important points beneath it. File cards are a useful aid here. Re-read your complete notes at regular intervals throughout the year. Putting information on to tape will assist some students to remember vital points.

Final revision – final revision is that done in those all important weeks leading up to the examinations. Before you start on the final revision, you must know precisely what you are going to do.

Define the task
Divide the work into manageable units
Set realistic deadlines
Decide upon small personal rewards.

Make a new study timetable for the last weeks before an examination:
Keep revision sessions to a reasonable length
Alternate your revision between subjects to stimulate your mind and keep you fresh

List topics in each subject in order of importance – those you **MUST** know through to those you **SHOULD** know

Study these in the correct order and mark them off when you have completed them.

Keep to the timetable!

It is also important for you to confirm all details about the examination.

Ensure you know the precise format of your examination paper.

The length of each paper

The number and type of questions

The number of sections

Any compulsory components

The weighting of questions and sections

The assessment objectives being tested

Names of options topics

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
<i>Critically (analysis/evaluate)</i>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between

	things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

A Guide to Writing Bibliographies Referencing Books

Include the following information, in this order:

Author's surname, (*comma*) initials. (*full stop*)

(Year). (in brackets) (*full stop*)

Title of book. (underlined OR italics – NOT both) (*full stop*)

Place of publication: (*colon*)

Publisher. (*full stop*)

Page or chapter reference. (*full stop*)

For example:

Dixon, J. (1999). How To Be A Successful Student. Melbourne : Penguin Books. Pages 132-133.

Referencing Journal Articles

Include the following information, in this order:

Author's surname, (*comma*) initials. (*full stop*)

(Year). (in brackets) (*full stop*)

Title of article. (*full stop*)

In Title of book. (underlined OR italics – NOT both) (*full stop*)

Volume and / or Issue Number. (*full stop*).

Place of publication: (*colon*)

Publisher. (*full stop*)

Page or chapter reference. (*full stop*)

For example:

Spitch, M. L. & Wilkie, D. M. (2003). The Memory Of Pigeons. In the Journal of Australian Literature, Volume 9, Number 11. 14-30. Sydney : Australian Writers Guild. pp. 36 – 47.

Referencing E-mail

Include the following information, in this order:

Sender's surname, initials. (*full stop*)

(Sender's E-mail address), (*brackets*) (*comma*)

Day, (*comma*) month, (*comma*) year. (*full stop*)

Subject of message. (*underlined OR italics – NOT both*) (*full stop*)

E-mail to (recipient's E-mail address). (*brackets*) (*full stop*)

For example:

Lowman, D. (deborah@pbsinc.com.au), 4 April 2001. Internet Referencing. (awill@dva.gov.au)

Referencing Letters to the Editor

Include the following information, in this order:

Author's surname, (*comma*) initials. (*full stop*)

(Year). (*in brackets*) (*full stop*)

Title of letter / editorial. (*full stop*)

In Title of newspaper / publication. (*underlined OR italics – NOT both*) (*full stop*)

Date. (*full stop*).

Place of publication: (*colon*)

Publisher. (full stop)

Section and/or page reference. (*full stop*)

For example:

Garrison, T. (2004). A Day In The Life Of A Battery Chicken. In The Sydney Morning Herald, Saturday 11 May, 2004. Sydney : Fairfax Press. News, pp.14-18.

Referencing Magazine and Newspaper articles

Include the following information, in this order:

Author's surname, (*comma*) initials. (*full stop*)

(Year). (in brackets) (full stop)

Title of article. (*full stop*)

In Title of newspaper / magazine. (underlined OR italics – NOT both) (full stop)

Date. (full stop).

Place of publication: (*colon*)

Publisher. (full stop)

Section and/or page reference. (*full stop*)

For example:

Maxman, O. (2006). Economic Slowdown Looms For NZ. In The Australian, Tuesday 7 February 2006. Sydney : News Limited. Finance, Page 3.

Referencing the Internet

Include the following information, in this order:

Author's surname, (*comma*) initials. (*full stop*)

(Year). (in brackets) (*full stop*)

Title of article or material. (underlined OR italics – NOT both)

[Internet]. (in square brackets) (*full stop*)

Place of publication: (*colon*)

Publisher (if ascertainable). (*full stop*)

Available from: (*colon*) <URL> [accessed date]. (in square brackets) (*full stop*)

For example:

Holland, M. (1999). Using The Harvard System [Internet]. Sydney : University of NSW. Available from <<http://www.unsw.edu.au/english/postgrad/jackson.etc>> [accessed 24 May 2001].