



HSC & IB Curriculum Information 2024

AN INFORMATION HANDBOOK FOR PARENTS AND
STUDENTS

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Heads of Departments

Department	
Director of Curriculum	Ms Allison McCulloch
Head of Specialised Learning	Ms Gail Story
Head of Library and Information Services	Mrs Cathie Wotherspoon
Careers Advisor	Ms Julie Eggleton
Head of English	Ms Kylie Holmes
Head of Languages	Ms Alison Fenwick
Head of History	Ms Emma Bergin
Head of Social Sciences	Ms Amie Clark
Head of Science	Ms Michelle Gleeson
Head of Mathematics	Mr Duncan Burns
Head of Drama	Ms Jade Gibson
Head of Music	Mr Murray Winton
Head of Visual Arts	Ms Claire Harrison
Head of Technological & Applied Studies	Ms Hannah Fenton
Head of Personal Development, Health & Physical Education	Ms Lara Harvey

Curriculum

Senior Study at Queenwood

Girls entering Year 11 at Queenwood choose between two programs of study for their final years at school;

- The Higher School Certificate
- The International Baccalaureate Diploma Programme

In choosing which course to study and the subjects within this course, girls should take into consideration:

- The differing demands of the HSC and IB
- Abilities: choose subjects in which you are capable of doing well
- Interests: choose subjects that interest you
- Motivation: choose subject areas that you want to study
- Career aspirations and needs: be realistic about your career choices and about your subject choices that relate to these
- Tertiary Entrance: for most university courses assumed knowledge has replaced pre-requisites (except for some courses at the University of Sydney that now require Mathematics) so it is important to consider your selection of courses in relation to information provided by universities regarding assumed knowledge. Also, be aware of selection rank adjustments awarded by some tertiary institutions for the selection of particular courses within specific degrees
- Select your patterns of study carefully as most subjects extend over two years.

This Senior Curriculum Handbook provides detailed information about the HSC and IB and the subject choices within these programs. This will assist you to make subject selections for Year 11 and 12.

The next two years will be very rewarding regardless of the program you choose. Success at senior level requires consistent application throughout Year 11 and 12. As a guide, students should complete 3 to 4 hours of homework per evening and approximately 6 hours across the weekend.

Rennie Library

The Queenwood Senior Library has a well-balanced collection, featuring the latest in print and electronic media to support both the academic and recreational needs of our senior students. Library staff are available to assist students acquire external memberships.

'High Interest' new titles, along with a diverse range of magazines are prominently displayed for borrowing and all senior students are encouraged to make use of this facility. Daily newspapers are also available for browsing within the Library to keep up to date with current events.

The Library subscribes to a number of specialist databases allowing students to access current academic reading and research. Assistance is also available to help students in referencing their work and avoiding plagiarism.

The Library also provides support for assessment and research tasks using the iResearch framework. Access to the quiet study areas, relaxed reading areas and group study areas is available from 8:00am daily, including recess and lunchtime each day. The Library remains open until 5.30pm Monday to Thursdays and 4.00pm on Fridays. The Library is open during the school holidays for Year 12 study between 9.00am and 3pm.

Higher School Certificate

The HSC

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to develop further skills, which will assist in the next stage of their lives.

Stage 6 courses are typically divided into a Preliminary course which is studied in year 11 and an HSC course which is studied in year 12.

UNIT STRUCTURE OF COURSES

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

Each unit involves class time of 60 hours per year. In the HSC each unit has a value of 50 marks, 2 Unit Courses are the basic structure for all courses. They have a value of 100 marks.

2 Units = 120 Hours per Year

2 Units = 100 Marks

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

EXTENSION COURSES

Extension study is available in a number of subjects.

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.

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.

HSC Extension courses in subjects other than English and Mathematics are offered in Year 12 only. Students may be invited to study these Extension courses. These are available in Science, History, Music and some Languages.

In year 12, students who have studied Extension English or Maths at Preliminary, year 11 level, may study Extension 1 or Extension 2.

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by the NESA. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course
- You must have sat for and made a serious attempt at the Higher School Certificate examinations
- You must study a minimum of 12 units in the Preliminary course (year 11) and a minimum of 10 units in the HSC course (year 12). 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.
- If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

To complete satisfactorily a Preliminary or HSC Course, a student must have:

- Followed the course developed or endorsed by the Board
- Applied herself with diligence and sustained effort to set tasks and experiences in the course
- Achieved some or all of the course outcomes.

ASSESSMENT AND REPORTING

- School-based assessment tasks will typically contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the year 12 HSC course
- The other 50% will come for the HSC examination
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur
 - The official certificate confirming your achievement of all requirements for the award.
 - The Record of Achievement
 - This document 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 Course Report showing your marks, the Performance Scale and the band description for that course. A graph showing the state-wide distribution of marks in the course is also shown.

International Baccalaureate

The IB

Queenwood offers the International Baccalaureate Diploma Programme as an alternative pathway to matriculation through Year 11 and 12 and has done so since 2001. Girls electing to study the IB Diploma Programme will work alongside their HSC companions and will undertake all the same school events, pastoral care and social programmes as the HSC students.

The International Baccalaureate was chosen by Queenwood because of its high academic standards, favourable ATAR conversion, international recognition and excellent university preparation within a broad curriculum. It is a balanced and enriching pathway, which emphasises students' personal development, encourages independent learning and supports the development of intellectual curiosity, self-discipline, personal initiative, awareness of others and global awareness.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, government and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

WHAT IS THE INTERNATIONAL BACCALAUREATE?

The IB is a non-profit educational organisation established in Geneva in 1968 by a group of member schools of the International Schools Association. It is a private, non-government organisation recognised by the Council of Europe and has consultative status with UNESCO (United Nations Educational, Scientific and Cultural Organisation). The IB currently works with more than 4000 schools in over 200 countries to develop and offer four challenging programmes to over 16 million students aged 3 to 19 years.

The IB Diploma Programme is eminently regarded for entry to university education throughout the world and for advanced placement at many colleges and universities in Australia, Canada and the United States of America. Oxford University was the first university to accept the IB Diploma as an entrance qualification and encouraged by the academic all-round preparation of IB Diploma Programme students for university educations, most other universities also recognise the IB Diploma Programme as a university entrance qualification.

THE DIPLOMA PROGRAMME

The international Baccalaureate Diploma is a comprehensive and rigorous two-year curriculum undertaken in Year 11 and 12. It is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and of the skills and discipline necessary for success in a competitive world.

THE DIPLOMA PROGRAMME CURRICULUM MODEL

The IB's vision of the breadth, depth and flexibility of the curriculum is represented today as a model, with six academic areas surrounding a Core. Students study six subjects selected from six subject groups, concurrently over two years, as well as the Core elements of the programme (Theory of Knowledge, the Extended Essay, and Creativity, Activity and Service). The six subject groups represent the major domains of learning across all subject disciplines of a curriculum.

Three of the six subjects selected are taken at higher level (HL), the others at standard level (SL). Within this model, students can explore some subjects in depth and some more broadly over the two-year period.

The Core of the model consists of the Theory of Knowledge (TOK) course, the EE (Extended Essay), and Creativity, Activity, Service (CAS). The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across all disciplines, encouraging an appreciation of other cultural perspectives. The EE, with a prescribed limit of 4000 words, offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at tertiary level. Participation in the CAS programme encourages students to be involved in artistic pursuits, sports, and community service work, thus fostering their awareness and appreciation of life outside the academic arena, and mandating healthy work/life balance for students undertaking a rigorous academic programme.

ASSESSMENT FOR THE IB IN GENERAL

All subjects are externally examined. All subjects also require internal assessment, which involves an external moderation procedure to ensure uniform global standards are maintained. Varying from subject to subject, approximately 70-80% of the final grade is assessed externally and 20-30% internally.

METHODS OF ASSESSMENT

The nature of assessment varies according to the subject, but examples are:

- Personal Research work: all students must give evidence of their ability to carry out authentic independent work in the form of:
 - An Extended Essay of 4,000 words in one of the six subject areas or World Studies. This essay is assessed by an external examiner but must be accompanied by a report and predicted grade from the teacher supervisor

- Guided coursework or investigations in some subjects. This work is internally assessed by the teacher who guided the student and is externally moderated by the IB
- Portfolios/Projects in some subjects. This includes a collection of student's work and analysis throughout the two year programme which is internally assessed by the teacher and is externally moderated.
- Written Examinations: held in October/November of the second year (Year 12). These examinations include a variety of techniques such as multiple choice objective tests, short answers, and essays. Most subjects have two or three short external examinations. They are prepared and assessed by external examining panels responsible for each subject.
- Oral Examinations in some subjects: are conducted face-to-face with teachers and are often recorded. Sample recordings or planning documents are externally moderated.
- Practical Assessment: including laboratory work, individual or group projects in the experimental sciences, music, and visual arts are based on a combination of the teacher's continuous assessment including portfolio work and summative evaluation and are externally moderated.
- Fieldwork and Research Projects: for some subjects which involve the collection, analysis and interpretation of data/information requiring students to form considered conclusions.

THE GRADING SCHEME

Each of the six subjects offered are graded on the following scale:

Grade	Description
GRADE 7	Excellent
GRADE 6	Very Good
GRADE 5	Good
GRADE 4	Satisfactory
GRADE 3	Mediocre
GRADE 2	Poor
GRADE 1	Very Poor

Up to 3 bonus points can be awarded to students based on the overall performance in Theory of Knowledge and the Extended Essay. The maximum score for the Diploma is 45 points.

AWARD OF THE DIPLOMA

The Diploma is awarded to students whose total score, including any bonus points, reaches or exceeds 24 points provided the student does not meet any of the failing conditions below:

- CAS requirements have not been met
- A 'N' has been given for TOK, EE or a contributing subject
- A grade 'E' has been awarded for one or both TOK and EE
- There is a grade 1 awarded in a subject/level
- Grade 2 has been awarded three or more times (HL and SL)
- Grade 3 or below has been awarded four or more times (HL and SL)
- Candidate has gained fewer than 9 points in SL subjects
- Candidate has gained fewer than 12 points in HL subjects
- Candidate has been found guilty of academic malpractice.

IB RESULTS

In Year 12 students are issued with their IB candidate number and a secure personal PIN which is used to access their IB results online in December. These results are then processed by the Australian Universities Admission Centre (UAC) (or any other elected tertiary admission system) into a university admission index number along with their HSC peers.

Most major universities around the world recognise and accept the IB Diploma. In fact, the standing of the IB Diploma has become such that many universities now offer course placement based on a student's Predicted Grade (i.e. before final exams and results). Other universities have priority placement for IB graduates and some offer advanced standing which results in the need to study less units or credit points to obtain a degree. Some institutions also offer scholarships for IB students. For information on individual institutions' admissions policies and course requirements for IB students you need to contact that institution directly.

MAKING THE CHOICE

The IB Diploma Programme, while demanding, is open to students of varied academic achievement. It is not an elitist programme for exceptionally gifted students but a course of studies for the dedicated, independent learner who has a strong desire to learn, without being pushed by others.

ADDITIONAL FEES FOR THE IB

Additional Fees for the IB 2023	
Year 11	\$1760 Annual Fee*
Year 12	\$2940 Annual Fee*

*Additional Fees for the IB Diploma Programme may be subject to change in 2024.

HSC & IB SUBJECT INFORMATION

Subject Description

The descriptive summaries throughout this publication are intended only as introductions. They do not reflect the detailed content of the courses. Parents and girls are advised that the syllabus for each subject is available if they wish to read about the subject in greater depth or see all topics covered within the subject. Specific texts listed may change from year to year.

Queenwood's ability to offer a subject each year is always a matter of the level of interest expressed by Year 10 students and the possible combinations of subjects into groups within the timetable.

- Courses will only run with a **minimum of EIGHT students**. Each girl will be required to select at least **THREE reserve courses in preference order**, as we may not be able to support her unique combination of courses on the timetable lines
- On occasion, HSC and IB courses may be combined in the one class if numbers are not sufficient to run separately.

HSC COURSE NOTES

- A number of subjects include a requirement for the development of project work for either internal or external assessment. For example, Visual Arts, Textiles and Design, and Drama. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. Projects in these subjects must be verified by your teacher that they are all your own work
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course in Year 12, but not with both
- You must study Music Course 2 if you wish to study HSC Extension Music

IB COURSE NOTES

Additional information is available about courses and the IB from:

<http://www.ibo.org/en/programmes/diploma-programme/>

Subject Area	International Baccalaureate Diploma	Preliminary Courses & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit) Year 12
ENGLISH	Literature SL & HL Language & Literature SL & HL	Advanced English Standard English	English Extension	Extension English 1 Extension English 2
LANGUAGES	French B SL & HL Latin SL& HL Spanish ab initio SL Mandarin B SL & HL	French Continuers Chinese Continuers		French Extension Chinese Extension
HISTORY	History HL & SL	Modern History Ancient History		History Extension
SOCIAL SCIENCES	Economics HL & SL Geography HL & SL	Business Studies Economics Geography		
THE SCIENCES	Biology HL & SL Chemistry HL & SL Physics HL & SL	Biology Chemistry Physics		Science Extension
MATHEMATICS	Mathematics Analysis & Approaches HL& SL	Mathematics Standard Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 1 Mathematics Extension 2
DRAMA		Drama		
MUSIC	Music HL & SL	Music 1 Music 2		Music Extension
VISUAL ARTS	Visual Arts HL & SL	Visual Arts		
TECHNOLOGICAL & APPLIED STUDIES		Design & Technology Textiles & Design		
PDHPE		PDHPE		
OTHER SUBJECTS		Eg. Hospitality		Eg. Hospitality
TAFE/VET		Please see the Careers Advisor for more information		Please see the Careers Advisor for more information

HSC English

The Study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Students study one Year 11 and one Year 12 course from:

- English (Advanced) or
- English (Standard)

An additional one unit course can also be studied. Advanced students have an option for additional study of the following one unit courses:

- Year 11 English Extension
- Year 12 English Extension 1
- Year 12 English Extension 2

The Year 11 English Extension Course is a prerequisite to the study of the Year 12 Extension 1 Course. The Year 12 English Extension 2 Course is a further option which can be studied concurrently with Year 12 Extension 1, giving the student four units of English.

Students may change their English course during Year 11 and Year 12 at the discretion of the Principal, within NESA guidelines.

Advanced English

PRELIMINARY ADVANCED ENGLISH COURSE

This course has three modules:

Common Module: Reading to Write (Transition to Senior English)

This module is common to the Standard and Advanced Courses. Students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

Module A: Narratives that Shape Our World

In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a feature of narrative in past and present societies, as a way of: connecting people within and across cultures, communities and historical eras; inspiring change or consolidating stability; revealing, affirming or questioning cultural practices; sharing collective or individual experiences; or celebrating aesthetic achievement. Students deepen their understanding of how narrative shapes meaning in a range of modes, media and forms, and how it influences the way that individuals and communities understand and represent themselves.

Module B: Critical Study of Literature

In this module, students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity.

All modules involve the integrated study of language and texts. Students are also expected to undertake wide reading involving a variety of textual forms and contexts.

HSC ADVANCED ENGLISH COURSE

This course has four modules:

Common Module: Text and Human Experience

This module is common to the Advanced and Standard Courses. Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Module A: Textual Conversations

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Module B: Critical Study of Literature

In this module, students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity.

All modules involve the integrated study of language and texts. Students are also expected to undertake wide reading involving a variety of textual forms and contexts.

Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

The Year 12 Advanced Course requires the close study of at least FOUR types of prescribed text, one drawn from each of the following categories: Shakespearean drama, prose fiction, poetry OR drama. The remaining text may be a film, media or nonfiction text or may be selected from one of the categories above. The study of a wide range of additional related texts is also required.

ASSESSMENT

Internal Assessment:

Students complete four internal assessment tasks, including the trial examination and a multimodal presentation.

External Assessment:

Students complete two written examinations. Paper 1 (90 minutes) assesses the Common Module and consists of short answer questions and one sustained response. Paper 2 (120 minutes) assesses the modules and consists of three sustained responses. The Module C question may also contain additional reflection.

Standard English

PRELIMINARY STANDARD ENGLISH COURSE

This course has three modules:

Common Module: Reading to Write (Transition to Senior English)

This module is common to the Standard and Advanced Courses. Students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

Module A: Contemporary Possibilities

In this module, students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital multimedia, multimodal and non-linear texts. They develop understanding of the creative possibilities made available through these rapidly evolving technologies in the ways we communicate and represent ideas and experiences.

Module B: Close Study of Literature

In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language features, text structures and stylistic choices can be used in literary texts.

All modules involve the integrated study of language and texts. Students are also expected to undertake wide reading involving a variety of textual forms and contexts.

HSC STANDARD ENGLISH COURSE

This course has four modules:

Common Module: Texts and Human Experiences

This module is common to the Advanced and Standard Courses. Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Module A: Language, Identity and Culture

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, as individuals in cultural groups.

Module B: Close Study of Literature

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the specific ideas and characteristics of the text and understand the ways in which these characteristics establish the text's distinctive qualities.

Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

The Year 12 Standard Course requires the study of THREE types of prescribed texts, one drawn from each of the following categories: prose fiction, poetry OR drama, non-fiction OR film OR media. The study of a wide range of additional related texts is also required.

ASSESSMENT

Internal Assessment:

Students complete four internal assessment tasks, including the trial examination and a multimodal presentation.

External Assessment:

Students complete two written examinations. Paper 1 (90 minutes) assesses the Common Module and consists of short answer questions and one sustained response. Paper 2 (120 minutes) assesses the modules and consists of three sustained responses. The Module C question may also contain additional reflection.

Extension English

There are three 1 unit courses available as options to students of the English (Advanced) course. The Year 11 English Extension Course is prerequisite to Year 12 Extension 1, which is prerequisite to Year 12 Extension 2.

PRELIMINARY EXTENSION ENGLISH COURSE

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Students also complete a mandatory Related Project, which provides opportunities to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

HSC EXTENSION 1 COURSE

Students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts.

ASSESSMENT

Internal Assessment:

Students complete three internal assessment tasks, including the trial examination.

External Assessment:

Students complete one written examination (120 minutes) consisting of two sections. The Common Module section may require a critical or creative

response, or both. The Elective section will require a sustained critical response based on the student's prescribed and related texts.

HSC EXTENSION COURSE 2

In this course students develop a sustained composition and document their investigation for and reflection on this process. It requires completion of a journal documenting the process of investigations, submission of a proposal, composition of the Major Work and critique of the creative process.

ASSESSMENT

Internal Assessment:

Students complete three internal assessment tasks: a Viva Voce (30%), a Literature Review (40%), and a Critique of the Creative Process (30%). Students must submit their Major Work Journal with each assessment task.

External Assessment:

Students submit a Major Work and Reflection Statement (40 marks).

IB English

GROUP 1: LANGUAGE A

The aims of all subjects in studies in language and literature are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

LITERATURE

In the language A: Literature course, students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- the creativity of writers and readers
- the nature of the interaction with the writers' and readers' respective contexts and with literary tradition
- the ways in which language can give rise to meaning and/or effect
- the performative and transformative potential of literary creation and response

Through close analysis of literary texts in a number of forms and from different times and places, students will consider their own interpretations, as well as the critical perspectives of others. In turn, this will encourage the exploration of how viewpoints are shaped by cultural belief systems and how

meanings are negotiated within them. Students will be involved in processes of critical response and creative production, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts. With its focus on literature, this course is particularly concerned with developing sensitivity to aesthetic uses of language and empowering students to consider the ways in which literature represents and constructs the world and social and cultural identities.

Prescribed texts: HL = 13 works, SL= 9 works

Areas of Explorations	
READERS, WRITERS AND TEXTS	Works are chosen from a variety of literary forms. The study of the works could focus on the relationships between literary texts, readers and writers as well as the nature of literature and its study. This study includes the investigation of the response of readers and the ways in which literary texts generate meaning. The focus is on the development of personal and critical responses to the particulars of literary texts.
TIME AND SPACE	Works are chosen to reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of literary texts and the variety of ways literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
INTERTEXTUALITY	Works are chosen so as to provide students with an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary texts.

Assessments	Standard Level	Higher Level
PAPER 1: GUIDED LITERARY ANALYSIS External Assessment	35%	35%
PAPER 2: COMPARATIVE ESSAY External Assessment	35%	25%
HIGHER LEVEL ESSAY External Assessment	-	20%
INDIVIDUAL ORAL Internal Assessment	30%	20%

LANGUAGE AND LITERATURE

In the Language A: Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all affect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

Prescribed texts HL 6 literary works plus a variety of non-literary works. SL 4 literary works plus a variety of non-literary works.

Areas of Explorations	
READERS, WRITERS AND TEXTS	Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.
TIME AND SPACE	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.
INTERTEXTUALITY	Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Assessments	Standard Level	Higher Level
PAPER 1: GUIDED LITERARY ANALYSIS External Assessment	35%	35%
PAPER 2: COMPARATIVE ESSAY External Assessment	35%	25%
HIGHER LEVEL ESSAY External Assessment		20%
INDIVIDUAL ORAL Internal Assessment	30%	20%

HSC Languages

French Continuers

French is an official language of the Olympic Games, the United Nations, the European Union, the South Pacific Commission and the Organisation of African Unity. France and other Francophone countries have important trade, scientific and technological links with Australia. Mastery of French could benefit Australians wishing to participate in various areas of international concern, to gain easier access to France's rich cultural heritage, or to travel or study in Francophone countries. Students who study French at the Higher School Certificate will have the option of continuing their study at tertiary level.

In Years 11 and 12 students may study French at 2 Unit Level. This course is a consolidation and continuation of the course studied in Years 7 -10.

During the two years, students will develop their knowledge and understanding of French across a range of topics suitable to their interests and abilities. These topics will be explored through the integrated use of four skills: Listening, Speaking, Reading and Writing.

THEMES, TOPICS AND SUB-TOPICS:

There are three prescribed themes:

The Individual - this enables students to explore aspects of their personal world, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others.

French Speaking Communities - explores aspects of France and travel within France, encourages students to reflect on their own and other cultures.

The Changing World - change in the world of work, technology and current issues.

Both the Preliminary Course and the HSC continuously develop students' language through study of these topics, extending and refining their communication skills in expressing themselves in French.

PRELIMINARY ASSESSMENTS WEIGHTINGS

Component	Weighting
Listening and Responding	30
Reading and Responding	40
Writing in French	10
Speaking	20

HSC ASSESSMENT WEIGHTINGS

Component	Weighting
Listening and Responding	25
Reading and Responding	40
Writing in French	15
Speaking	20

French Extension

In Year 12, Extension French will be offered to those students with a particular interest and talent in the subject.

The aim of the French Extension Stage 6 Course is to enhance students' knowledge and understanding of a range of current issues as reflected in contemporary French texts, while extending their ability to use and appreciate French as a medium for communication and creative thought and expression.

THEMES, TOPICS AND SUB-TOPICS:

The organisational focus of the French Extension Course is the theme: the individual and contemporary society. Three broad issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a text.

THE PRESCRIBED ISSUES FOR STUDY ARE:

ACCEPTANCE	RESILIENCE	IDENTITY
FOR EXAMPLE:	FOR EXAMPLE:	FOR EXAMPLE:
Outcasts	Friendship	Social inequality
Stereotypes	Social mobility	Cultural difference
Dealing with disability	Responsibility and dependence	Self-worth

Students will achieve the following objectives:

Present and discuss opinions, ideas and points of view in French.

Analyse, evaluate and respond to text that is in French and that reflects the culture of French-speaking communities. This involves study of a prescribed text. The prescribed text is a contemporary French film: 'Les Intouchables'.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in conjunction, and being able to move between French and English.

HSC ASSESSMENT WEIGHTINGS

Component	Weighting
Analysis of Written Text this is in French	15
Response to Written Text	10
Writing Skills	15
Speaking Skills	10

Chinese Continuers

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population. Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options.

In Years 11 and 12 students may study Chinese Continuers at 2 Unit Level. This course is a consolidation and continuation of the course studied in Years 7 - 10.

During the two years, students will develop their knowledge and understanding of Chinese across a range of topics suitable to their interests and abilities. These topics will be explored through the integrated use of four skills: Listening, Speaking, Reading and Writing.

Students wishing to study this subject must complete a NESA Language Eligibility Form before being accepted into this course.

THEMES, TOPICS AND SUB-TOPICS:

There are three prescribed themes:

The Individual - this enables students to explore aspects of their personal identity, education and aspirations for the future, personal values, recreation and leisure, and travel experiences.

Chinese Speaking Communities - explores aspects of history, lifestyle and cultures.

The Changing World -youth issues, the world of work, tourism and hospitality

Both the Preliminary Course and the HSC continuously develop students' language through study of these topics, extending and refining their communication skills in expressing themselves in Chinese.

PRELIMINARY ASSESSMENTS WEIGHTINGS

Component	Weighting
Listening	30
Reading	30
Writing in Chinese	20
Speaking	20

HSC ASSESSMENT WEIGHTINGS

Component	Weighting
Listening	30
Reading	30
Writing in Chinese	20
Speaking	20

CHINESE IN CONTEXT

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, intercultural capability, literacy, cognitive and social development, and general knowledge. It promotes understanding and appreciation of the diverse attitudes and values within the wider Australian community and beyond, in recognition that multilingualism and multiculturalism are integral parts of Australian society.

This Chinese in Context course enables students to strengthen their personal connections to their heritage, including a mature and positive appreciation of the heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

The course allows students to build on and further develop their language capability through engagement with Chinese-speaking communities, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

THEMES, TOPICS AND SUB-TOPICS

- Young People and their relationships
- Traditions and values in a contemporary society
- The changing nature of work
- The individual as a global citizen
- Chinese identity in the international context

PRELIMINARY ASSESSMENTS WEIGHTINGS

Component	Weighting
Listening	25
Reading	25
Writing in Chinese	25
Speaking	25

HSC ASSESSMENT WEIGHTINGS

Component	Weighting
Listening	25
Reading	25
Writing in Chinese	25
Speaking	25

Chinese Extension

In Year 12 Chinese Extension will be offered to those students with an interest and talent in the subject.

The aim of the Chinese Extension Stage 6 Course is to enhance students' knowledge and understanding of a range of current issues as reflected in contemporary Chinese texts, while extending their ability to use and appreciate Chinese as a medium for communication and creative thought and expression.

The organisational focus of the Chinese Extension Course is the theme: the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

THE PRESCRIBED ISSUES FOR STUDY ARE:

ACCEPTANCE	RESILIENCE	IDENTITY
FOR EXAMPLE:	FOR EXAMPLE:	FOR EXAMPLE:
People and places	Self-discovery	Poverty and wealth
Traditions and beliefs	Making choices	Experiences

ACCEPTANCE	RESILIENCE	IDENTITY
Communication	Hopes and dreams	City and country

STUDENTS WILL ACHIEVE THE FOLLOWING OBJECTIVES:

- Present and discuss opinions, ideas and points of view in Chinese.
- Analyse, evaluate and respond to text that is in Chinese and that reflects the culture of Japanese-speaking communities. This involves study of a prescribed text. The prescribed text is a contemporary film, *'Young Style'*.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Chinese and English.

HSC ASSESSMENT WEIGHTINGS

Component	Weighting
Analysis of Written Text that is in Chinese	15
Response to Written Text	10
Writing Skills	15
Speaking Skills	10

IB Languages

GROUP 2 LANGUAGE ACQUISITION

French B

This is for students with previous experience of learning the language. The main focus is on language acquisition and development. The study of literary and other texts plays an important part. The aims of the French B programme are to:

- Provide the opportunity for intellectual stimulation through knowledge of language.
- Develop students' awareness of the role of language in relation to other areas of knowledge.

Throughout the two year course there is an emphasis of French in a French cultural context and the exclusive use of authentic materials. Students develop grammar and vocabulary that they will encounter in their final IB Examination.

STRATEGIES

A range of spoken and written texts are exploited during the year. The teaching of an appropriate range of grammatical structures is integrated into the course. However, when this is not possible or appropriate, the systematic teaching of grammatical items is carried out.

The aim is to practise and develop language skills by means of a variety of activities and exercises, while exploring different aspects of a topic through the study of a range of texts.

The main aim in the exploration of the chosen texts is the development of the following skills:

- Paper 1 - writing: students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types.
- Paper 2 listening and reading: students demonstrate an understanding of written and audio texts
- Internal assessment: students interact orally with the teacher using a range of language structures and registers appropriate to the context and audience

- Internal assessment: students demonstrate the ability to verbally interact in the target language in response to visual and literary stimulus.

THEMES AND TOPICS

The following subjects are studied in Year 11 and Year 12 IB French

- Identity
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet

Mandarin B

This is for students with previous experience of learning the language. The main focus is on language acquisition and development. The study of literary and other texts plays an important part. The aims of the Mandarin B programme are to:

- Provide the opportunity for intellectual stimulation through knowledge of language.
- Develop students' awareness of the role of language in relation to other areas of knowledge.

Throughout the two year course there is an emphasis of Mandarin in a Chinese cultural context and the exclusive use of authentic materials. Students develop grammar and language that they will encounter in their final IB Examination.

STRATEGIES

A range of spoken and written texts are studied during the year. The teaching of an appropriate range of grammatical structures is integrated into the course. However, when this is not possible or appropriate, the systematic teaching of grammatical items is carried out.

The aim is to practise and develop language skills by means of a variety of activities and exercises, while exploring different aspects of a topic through the study of a range of texts.

The main aim in the exploration of the chosen texts is the development of the following skills:

Paper 1 - writing: students demonstrate their conceptual understanding by responding appropriately in written tasks using a variety of text types

Paper 2 listening and reading: students demonstrate an understanding of written and audio texts

Internal assessment: students interact orally with the teacher using a range of language structures and registers appropriate to the context and audience

Internal assessment: students demonstrate the ability to verbally interact in the target language in response to visual and literary stimulus.

THEMES & TOPICS

The following subjects are studied in Year 11 and Year 12 IB Mandarin

- Identity
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet

Latin - Classical Languages

IB Latin is offered at both Standard Level and Higher Level at Queenwood. This course involves studying the historical development and wider cultural achievements of the Romans, whose political, religious and legal principles still inform the thinking of many peoples around the world. It will also encompass an examination of past technological and artistic achievements, which remain an inspiration for artists, architects and engineers across the world.

In classical Latin it is a fundamental principle that the surviving texts should be studied in the original language and that linguistic skills should lie at the heart of the courses. It is intended that through studying this classical language in its cultural context, students will see that culture and language are symbiotic and that they shape one another. At the same time, it is hoped that students will enjoy the intellectual challenge of this language and appreciate as wide a range of texts and registers within it as possible. "The past is a foreign country; they do things differently there". It is hoped that students will become appreciative, enthusiastic, and well-informed travellers in the classical past.

The course consists of three components:

- The Language Study- a study of Cicero's speeches for an unseen paper
- The Literature Study- a choice of two from the topics below*
- The Internal Assessment (IA) - the research dossier, student formulated and directed.

Students must study two topics at Standard Level and Higher Level.

- Virgil
- History
- Love Poetry
- Social Criticism
- Villains

Time is allocated for all three areas to ensure for a variety of activities bridging the linguistic, historical, philosophical and private interest. Recent IA topics undertaken by Queenwood students have included:

'Representations & Romanticism of Rape in Roman Republican Literature', 'Witches in Antiquity', 'The Vestal Virgins' and 'The Representation of Pietas in Virgil's Aeneas'.

The course is an intellectually stimulating environment preparing students well whilst engaging in cognitively challenging content both from the original texts themselves and the academic discourse surrounding their interpretations.

Spanish ab Initio (Beginners)

The course enables new Spanish learners, students with no more than 3 months experience or no experience of the language, to communicate with the 21 Spanish speaking countries throughout the world and will introduce them to the rich diversity of culture in Spain and Latin America.

The course is designed both for independent learners and for those studying in classes. From the very beginning, it encourages students to develop their listening and speaking skills with confidence. It also provides many opportunities to practise reading in Spanish. Each unit of the course is divided into accessible learning blocks to enable rapid progress and there are regular review sections and tips to help develop personal learning strategies.

The aims of the Spanish ab initio syllabus are to:

- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
- Enable students to use the language appropriately.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
- Develop students' awareness of the role of language in relation to other areas of knowledge.
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language.
- Provide students with a basis for further study, work and leisure through language.
- Develop students' awareness of the relationship between languages and cultures with which they are familiar.

THE COURSE

The course covers such topics as TV and the Media, Town and City Life, The Language of Food, Festivals and Celebrations, and Holiday and Leisure. Each unit contains a cultural section, review and revision section to monitor progress and after every three lessons there is a section of revision exercises.

THE ACTIVITY BOOK

Each unit provides additional activities and practice around the key points addressed in the book.

THE AUDIO CDS

These include voices and dialogues recorded around the whole of the Spanish speaking world.

The course is supported by various online activities, biogs, available on websites such as:

www.bbc.co.uk/languages

www.languagesonline.org.uk

THEMES & TOPICS

The following core subjects are studied in Year 11 and Year 12 Spanish ab initio

- Individual and society
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet

HSC History

Queenwood offers both Ancient History and Modern History to Year 11 students. In Year 12, students can further enrich their study of History by enrolling in the History Extension course.

By examining past events through a study of history, students learn how cultures and societies have developed over time. Both history courses aim to teach students how to problem-solve, weigh up evidence, and develop their own reasoned judgments. The knowledge, understanding and skills embedded in the HSC History courses foster creativity, collaboration, communication and flexibility - important skills needed for success in further study or future careers.

Modern History

In the Modern History HSC course, students examine the political and social forces that have shaped the nineteenth and twentieth centuries. Modern History engages students' curiosity and enables them to think critically about the impact of individuals, movement, events and ideas. In the Year 11 Course, students are introduced to the methods and issues in the practice of Modern History.

Preliminary Course	Modern History	Indicative Hours
120 HOURS	Investigating Modern History The Nature of Modern History Case Studies <i>Each case study should be a min of 10 indicative hours</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40

The study of Modern History in the Preliminary course begins with the collapse of Tsarist Russia and the Russian Revolution that followed. Case studies that follow include a study of World War One and the Making of Modern China. Students also have the opportunity to undertake a research project of their own interest.

The Year 12 HSC course builds upon the knowledge and understandings of the Preliminary course to examine the dictatorships of the early twentieth century, including Hitler's Nazi regime, Mussolini in Italy and Tojo in Japan. This is followed by a depth study of Stalin's Soviet Union. The study of Peace and Conflict is extended to examine World War Two in Europe and the course concludes with a study of China from the Cultural Revolution to the Tiananmen Square Incident.

HSC Course	Modern History	Indicative Hours
120 HOURS	Core Study: Power and Authority in the Modern World	30
	National Studies	30
	Peace and Conflict	30
	Change in the Modern World	30

Assessment Modern History	
EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
A three hour written examination in four parts	Core, national and international studies are assessed through a range of tasks including: Research Source Analysis Oral and Written Communications

Ancient History

The study of Ancient History in the Preliminary course begins with an introduction to the important role of archaeology in uncovering the ancient past. By examining the role of individuals and events, students will gain a greater understanding of the cultural landscapes that shaped the ancient world. The relevance of ancient history and connections with our contemporary world are also explored.

Preliminary Course	Ancient History	Indicative Hours
120 HOURS	Investigating Modern History The Nature of Modern History Case Studies <i>Each case study should be a min of 10 indicative hours</i>	60
	Historical Investigation	20
	Features of Ancient Societies	40

The Preliminary course begins with the epic Trojan War and investigates the true story behind the myth. Case studies that follow include a comparative study of women in Ancient Greece and Rome, and an examination of the Jewish revolt at Masada and the relevance of the site for modern Jewish national memory. Students also have the opportunity to undertake a research project of their own interest.

The Year 12 HSC course builds upon the knowledge and understandings of the Preliminary course to examine the role of archaeology in uncovering the truth of the buried cities of Pompeii and Herculaneum. This is followed by a study of Rome's most powerful empress, Agrippina the Younger, and the first ruling dynasty of imperial Rome, the Julio-Claudians. The course concludes with a fascinating study of the military state of Sparta in Ancient Greece.

HSC Course	Ancient History	Indicative Hours
120 HOURS	Core Study: Power and Authority in the Modern World	30
	Ancient Societies	30
	Personalities in their times	30
	Historical Periods	30

Assessment Ancient History	
EXTERNAL ASSESSMENT	INTERNAL ASSESSMENT
A three hour written examination in four parts	Core, national and international studies are assessed through a range of tasks including: Research Source Analysis Oral and Written Communications

History Extension

The History Extension course is offered for students who wish to enrich their study of history. It offers students the opportunity to think more deeply about how history is constructed and pursue an individual research project.

IB History

GROUP 3: INDIVIDUALS AND SOCIETIES

History

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused on key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. History enables our students to foster a critical approach when learning and understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

Students are required to study a core component - the Prescribed Subject - which will be Modern History - we focus on the following option:

- **The Move to Global War**

This section of the course will be examined in Paper 1 for Higher Level and Standard Level students. This paper is the source response paper.

WORLD HISTORY TOPICS

Students will study two World History Topics:

- **Authoritarian States (20th Century)**
- **Causes and Effects of 20th Century Wars**

This section of the course will be examined in exam Paper 2 for Higher Level and Standard Level students. This paper is an essay response paper.

REGIONAL OPTION- EUROPEAN (HIGHER LEVEL ONLY)

The Higher Level Syllabus, in addition to the above requires an in- depth study of one region. The course is designed to overlap with the SL content and allows students opportunities to broaden both the historiographical content and understanding of the Twentieth Century and significant events/people who have shaped the world. This section of the course will be examined in Paper 3 for Higher Level only. This paper is also an essay exam response.

HISTORY INTERNAL ASSESSMENT

Historical Investigation (Both Standard and Higher Level Students)

The internal assessment for IB History is a historiographical study on a student's subject of choice which examines the different interpretations and perspectives of selected accounts of historical events.

HSC Social Sciences

Business Studies

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

HSC Business Studies encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in real life. It covers focus areas and perspectives ranging from the planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment.

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. 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.

PRELIMINARY COURSE

- Nature of Business - the role and nature of business
- Business Management - the nature and responsibilities of management
- Business Planning - establishing and planning a small to medium enterprise.

HSC COURSE

- Operations - strategies for effective operations management
- Marketing - development and implementation of successful marketing strategies
- Finance - financial information in the planning and management of business
- Human Resources - human resource management and business performance.

Economics

Economics is about the problem of scarcity and how humans allocate their scarce resources to best satisfy their wants. Economics provides understanding for students about many issues that are frequently reported in the media. It investigates issues such as fluctuations in the level of economic activity, unemployment, inequality, exchange rates and international trade.

Economics develops students' knowledge and understanding of the operation of the global economy and develops analytical, problem-solving and communication skills. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

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 - how markets work, demand, supply, prices and competition
- Labour Markets - the workforce, wages, unemployment and role of labour in the economy
- Financial Markets - interest rates, financial markets 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, global inequality and economic development
- Australia's Place in the Global Economy -Australia's international trade and investment, exchange rates
- Economic Issues - issues including growth, unemployment, inflation, wealth and environmental management
- Economic Policies and Management - the range of policies the government may use to manage the economy.

Geography

Geography helps students understand the varied character of the Earth and its people. This is shaped by the many interactions which take place and helps us understand environmental changes which occur in nature and through the human use of an area.

Geography includes both physical and human studies. These provide an important base from which to investigate contemporary geographical issues and explore the effective management options available. Students gain an understanding of how they may take an active role in shaping future society, preparing them to respond in a responsible manner to geographical issues and to become active and informed citizens.

Throughout the course, students work with data and issues currently in the media. Fieldwork is also of vital importance in both relating theory to the real world and in allowing students the opportunity to use their skills and knowledge to analyse real world issues.

PRELIMINARY COURSE

Biophysical Interactions - how biophysical processes contribute to sustainable management. Issues such as climate change, acid rain, and biodiversity and soil erosion are studied.

Global Challenges - geographical study of issues at a global scale such as population, political geography, development geography, natural resources and cultural integration.

Senior Geography Project - a geographical study of students' own choosing.

HSC COURSE

Ecosystems at Risk- the functioning of ecosystems, their management and protection. In-depth studies of coral reefs and wetlands are undertaken.

Urban Places - studies of cities and urban dynamics including investigations of world cities, mega cities and urban dynamics operating within Sydney. Students undertake fieldwork in various locations across Sydney from Redfern to Kellyville.

People and Economic Activity- geographic study of economic activity in a local and global context. The focus of this study is an investigation of viticulture and students undertake field work in the Hunter Valley.

KEY CONCEPTS ACROSS ALL TOPICS

Change, Environment, Sustainability, Spatial and Ecological Dimensions, Interaction, Technology, Management and Cultural Integration.

IB Social Sciences

GROUP 3: INDIVIDUALS AND SOCIETIES

Economics

The study of economics is essentially about dealing with scarcity, resource allocation and how choices are made in the satisfaction of human wants.

The course emphasises economic theories, but these are not studied in a vacuum - rather, they are applied to real-world issues such as fluctuations in economic activity, unemployment, international trade, exchange rates, economic development, inequality and environmental sustainability.

IB ECONOMICS AIMS TO:

- Encourage students to develop international perspectives
- Foster a concern for global issues and raise students' awareness of their own responsibilities at a local, national and international level
- Develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues
- Develop an appreciation of our shared responsibility as citizens of an increasingly interdependent world.

At both Standard Level and Higher Level, student's study three topics:

- Microeconomics - demand and supply, government intervention, market failure
- Macroeconomics - economic growth, unemployment, inflation, distribution of income, government policies
- The Global Economy- exchange rates, free trade and protection, sustainable development, reasons for global inequality and strategies to promote growth and development.

Some sub-topics within these are reserved solely for higher level. These three topics are assessed by two examinations at Standard Level and three examinations at Higher Level.

In addition to the examinations, students must submit an internal assessment which is a portfolio of three commentaries based on articles from published news media.

Geography

IB Geography is a dynamic subject that focuses on the interactions between individuals, societies and physical processes in time and space. It includes both physical and human geography and ensures that students experience elements of both scientific and socio-economic methodologies. This helps students appreciate and respect alternative approaches, viewpoints and ideas.

Geography examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at local, national and international levels.

IB GEOGRAPHY SYLLABUS AIMS TO:

- Develop an understanding of the interrelationships between people, places, spaces and the environment.
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management.
- Appreciate the relevance of geography in analysing contemporary issues and challenges and develop a global perspective of diversity and change.

Students at Standard Level and Higher Level in Geography both study a common core and optional themes. Higher Level students also study the Higher Level extension topic.

CORE THEME - GEOGRAPHIC PERSPECTIVES - GLOBAL CHANGE

The core theme provides an overview of the geographic foundation for the key global issues of our times, including poverty reduction, gender equality, improvements in health and education and environmental sustainability. The three compulsory topics in this core theme are:

- Changing Population
- Global Climate - vulnerability and resilience
- Global Resource Consumption and Security.

OPTIONS

Higher Level students study three options. Standard Level students study two options.

The options studied are:

- Oceans and their Coastal Margins
- Food and Health
- Urban Environments (HL only).

HIGHER LEVEL EXTENSION - GLOBAL INTERACTIONS

- Power, places and networks
- Human Development and Diversity
- Global Risks and Resilience.

INTERNAL ASSESSMENT - FIELDWORK STUDY

This involves 20 hours of teaching time for both Standard Level and Higher Level students. The fieldwork must be on a local scale and involve the collection of primary information. The chosen topic may be physical or human or may integrate the two approaches. The internal assessment is completed as one 2500 word report.

HSC Sciences

Science explores the world in which we live. The study of Science prepares students to take their place in an increasingly technological world. The discipline of using the scientific method enables students to think systematically, logically and critically in all aspects of their lives. In a world that is ever changing, Science enhances our understanding of global issues such as:

- The benefits and limitations of developments in technology e.g. nanotechnology, stem cells and transgenics.
- Changes in the environment, such as microplastics, global warming and the depletion of the ozone layer.
- The effects of biodiversity loss on ecosystems and populations.

The Year 11 and 12 courses focus on depth of learning, critical thinking, problem solving and the scientific methodology.

Students must choose their Science subject for Year 11 to ensure tertiary options are left open. Handbooks of tertiary institutions need to be consulted when making decisions about senior subject choices in Science. Many careers benefit from an understanding of Science at a senior level. As well as the more obvious choices like marine science, medicine, pharmacy and veterinary science, careers such as nursing, primary teaching, engineering, physiotherapy and speech therapy have a considerable Science component in their courses. Students thinking of careers such as international studies, law and journalism would also benefit from the study of Science in years 11 and 12.

Queenwood offers the following courses in Year 11:

- 2 Unit Biology
- 2 Unit Chemistry
- 2 Unit Physics

Students may choose a single Science or any combination of Sciences to give a maximum of six units in Year 11.

For students achieving at a high standard in a Year 11 Science course, there is the possibility of studying Science Extension in Year 12. This is a 1 unit course. It offers students the opportunity to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students will choose a research area, carry out a literature review and then develop a question of interest to them to study in detail.

Students will formulate a Scientific Research Report of 2500 to 3000 words.

Assessment in Year 11 and 12 Science is a combination of assessment for, as and of learning. The following components are all aspects of assessment.

DEPTH STUDY

Students in Year 11 and 12 Science courses are required by NESA to complete a depth study in both years. Taking 15 hours of class time, this is an individual task that allows students to investigate a concept or practical skill beyond the syllabus requirements. This is part of the assessment programme for both years that allows students to demonstrate their knowledge, understanding and skills, within their chosen outcomes.

Biology

The Biology course builds the knowledge, understanding, skills and values developed in Science stages 4-5. It is a practical course where skills play an essential component. Manipulative skills, effective communication and problem solving abilities are essential assets for a successful Biology student.

Biology in the senior years explores the levels of organisation of life, from the molecular level through the cellular to higher levels of body structure and function, with evolution providing a common source of unity and diversity. It includes the development of an understanding of the interactions within and between organisms, and between organisms and the environment.

Technological applications of biological knowledge are investigated and evaluated. The history and philosophy of Science is an integral component of the study of contemporary Biology as it assists students to appreciate the influence of society in scientific thinking and achievements. The course aims to encourage students to recognise their responsibility to conserve, protect, maintain and improve the quality of environment for future generations.

Biology	
YEAR 11	Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics
YEAR 12	Heredity Genetic Change Infectious Diseases Non Infectious Diseases and Disorders

Chemistry

The senior Chemistry course draws upon and builds the knowledge, understanding, skills and values developed in Science stages 4-5. The course provides the students with a contemporary and coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances chemical reactions and processes, and the interaction of energy and matter. Events at the atomic level are predicted and explained.

The study of Chemistry involves the nature of materials, including how metals are extracted and used in man-made substances, their structure, changes and the environmental importance. This course investigates Chemistry in terms of its applications in the contexts of technology, society and the environment.

Biology	
YEAR 11	<p>Properties and Structure of Matter: how the nature of microscopic molecules determines the characteristics of every material that is made of them.</p> <p>Introduction to Quantitative Chemistry: how the smallest known pieces of matter are measured, counted or tracked.</p> <p>Reactive Chemistry: the details of what happens when the building blocks of matter rearrange themselves.</p> <p>Drivers of Reactions: how to cause, prevent and control chemical processes.</p>
YEAR 12	<p>Equilibrium and Acid Reactions: reversible chemical processes and how to manipulate them.</p> <p>Acid/Base Reactions: how acids and bases dominate both industry and nature.</p> <p>Organic Chemistry: the unique chemistry of living things.</p> <p>Applying Chemical Ideas: detailed examples of how humanity's mastery of chemistry continues to change the world.</p>

Physics

The senior Physics course draws upon and builds on the knowledge, understanding, skills and values developed in Science stages 4-5. It provides students with a contemporary and coherent understanding of energy, matter and their relationships. Physics gives students insights into how magnetic fields are used to produce electricity. It investigates the factors necessary to launch rockets and satellites. It focuses on the importance of the Big Bang Model in the formation of stars and planets in our universe. A consistent theme is simplicity underlying complexity.

The study of Physics relies on the understanding and application of a small number of basic laws and principles that govern microscopic and macroscopic worlds. The course provides students with an understanding of systems that are the basis of the development of technological applications. The interplay between concepts and their technological and societal impacts is embodied in the history and philosophy of Science and forms a continuum relating our past to our future. An example of this is the development of ideas about X-rays, light, transistors and superconductors.

Physics	
YEAR 11	Kinematics: straight line and circular motion applied to vehicles. Dynamics: collisions between objects. Waves and Thermodynamics: applications such as mobile phones and car engines. Electricity and Magnetism: electronic vehicles, super conductors and maglev trains.
YEAR 12	Advanced Mechanics: space travel and planetary motion. Electromagnetism: creating and using electricity. The Nature of Light: Einstein's theory of relativity. From the Universe to the Atom: quantum physics applied to the universe, nanotechnology and the Big Bang.

Science Extension (Year 12 Only)

The Science Extension course is designed for students who are passionate about Science and have an interest in pursuing scientific research. It builds on the skills learnt in Stage 5 while doing the Student Research Project (SRP) as well as Depth Study in Year 11. Students are expected to undertake authentic research with suggestions for future research. Students also need to communicate their findings in the form of a research report.

There are four modules with include:

The Foundations of Scientific Thinking - the development of modern Science and influences on current scientific thinking.

The Scientific Research Proposal - developing a hypothesis, research proposal and data collection and processing.

The Data, Evidence and Decision - patterns and trends, statistical analysis, decisions from data and evidence, and data modelling.

The Scientific Research Report- report findings.

IB Sciences

GROUP 4: EXPERIMENTAL SCIENCES

All experimental science programmes aim to provide opportunities for scientific study and creativity within global contexts which will stimulate and challenge students. Group 4 subjects include Biology, Chemistry and Physics. As an essential element in any modern science curriculum, all Group 4 subjects are required to integrate and extend students' information technology skills in the study of science, complementing, and not replacing, hands-on practical work.

The Collaborative Science Project is a compulsory investigation into an area of interest of the student. Students spend 10 hours working on this project which may be done individually or in a group. It is an opportunity for the student to extend their knowledge in a particular area and develop their experimental skills.

Biology, Chemistry and Physics can be studied at either Standard or Higher Level.

Biology

IB Biology	
CORE TOPICS	Standard Level and Higher Level: Cell Biology, Human Physiology, Ecology, Genetics, Evolution and Biodiversity. Higher Level Topics: further study in all areas and explores additional areas such as Plant Biology and Metabolism.
OPTIONS	Neurobiology and Behaviour, Biotechnology and Informatics, Ecology and Conservation, and Human Physiology. Experimental work is a key component of this course and students are encouraged to read widely to further their understanding of the content.

Chemistry

IB Chemistry	
CORE TOPICS	<p>Standard Level and Higher Level Topics: Stoichiometry, Atomic theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry.</p> <p>Higher Level Topics: further study of Atomic Theory, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry.</p>
OPTIONS	Physical Organic Chemistry, Medicines and other Drugs, Human Biochemistry, Environmental Chemistry, Chemical Industries, Fuels and Energy. Higher Level also include Modern Analytical Chemistry and Further Organic Chemistry.

Physics

IB Physics	
CORE TOPICS	<p>Standard Level and Higher Level Topics: Physics and Physical Measurement, Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Atomic and Nuclear Physics.</p> <p>Higher Level Topics: further study of Measurement and Uncertainties, Thermal Physics, Wave Phenomena, Electromagnetism, Quantum Physics and Nuclear Physics.</p>
OPTIONS	Mechanics Extension, Energy Extension, Biomedical Physics, the History and Development of Physics, Astrophysics, Relativity, and Optics.

HSC Mathematics

Mathematics involves the study of patterns and relationships and provides a powerful, precise and concise means of communication. It is much more than a body of collected knowledge and skills and requires observation, representation, investigation and comparison of patterns and relationships in social and physical phenomena. At an everyday level it is concerned with practical applications in many branches of human activity. At a higher level it involves abstraction and generalisation.

Students should check the requirements for courses/institutions of particular interest to them when considering their level of Mathematics. If students are uncertain of their career paths it is advised that they keep their options as open as possible.

PRELIMINARY COURSE

Students are offered a choice of 3 different Mathematics courses as outlined below. There is flexibility for students to move from higher levels of Mathematics to lower levels in Year 11. Students changing from Extension or Advanced to Standard are advised to do so as early as possible, and by the end of Term 3 at the latest.

Mathematics Standard

Mathematics Standard is a 2 unit subject. It is designed to promote the development of skills, knowledge and understanding in areas of mathematics that have direct applications to the broad range of human activity. Students will learn to use a range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs.

Students will develop the ability to apply mathematical skills and techniques to interpret practical situations and to communicate their mathematical understanding. Students will also develop their skills, knowledge and understanding in financial mathematics (technology is used), data analysis, measurement, probability and algebraic modelling.

The course provides a strong foundation for students, either in the workforce or in further vocational training studies in the areas of business, the humanities, nursing and paramedical sciences.

Completion of the Year 10 5.2 or 5.3 Mathematics course is suitable preparation for enrolment into this course.

Mathematics Advanced

This course is designed for students who have completed the Year 10 5.3 course and have demonstrated a high level of competence in all of the skills included in that course. It is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level such as life sciences or commerce. Some tertiary courses require a strong result in Mathematics Advanced as a minimum for entry. Students who require substantial Mathematics for a tertiary course such as the physical sciences, computer science or engineering are advised to undertake the Extension Course. As a guide, a minimum of 30 minutes of homework/study per night is necessary for the Mathematics Advanced 2 Unit Course.

Mathematics Extension 1

This course is designed for students who have demonstrated an excellent level of competency of the skills included in the Stage 5.3 course and who are interested in the study of higher order skills and ideas in Mathematics. It is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of engineering, physical sciences, and technological sciences.

The objectives of the course are:

- To give an understanding of important mathematical ideas such as variable, function, limit etc.
- To gain an understanding of the need to prove results
- To enhance those mathematical skills required for further studies

HSC COURSE

Students continue with their Year 11 courses with the exception of Extension students who may choose to increase their studies to Mathematics Extension 2.

Mathematics Extension 2

This course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. The Advanced and Extension 1 Courses are assumed knowledge for this course. Students extend their knowledge of graphs, calculus, and polynomials and are introduced to complex numbers, vectors, mechanics and more formal study of the concept of proofs. Students can elect to study this course at the end of Year 11.

IB Mathematics

GROUP 5: MATHEMATICS

Mathematical Analysis and Approaches

The Mathematical Analysis stream of IB Mathematics is designed for student with a solid background and interest in Mathematics. Successful completion of the Year 10 5.3 course, demonstrating a high level of competence in all of the skills and content studied is advised to achieve success in this course.

Students choosing this course may need it to assist with future studies in areas such as Chemistry, Economics, Psychology, and Business Administration.

The course consists of the 5 core topics with an emphasis on functions and calculus.

There is both a Standard Level and Higher Level stream of this course. The Higher Level stream offers a deeper study of all topics, with particular emphasis on further geometry, trigonometry and calculus. There is also an additional examination for the Higher Level course. The Higher Level course is designed for those girls with a strong background in and passion for Mathematics. The majority of these students will be expecting Mathematics to be a major component of their tertiary studies or indeed a study in its own right.

Students will complete a major internal piece of work that will count towards their final grade. This piece of work is expected to be rigorous, interesting and challenging in nature. The girls must work independently to solve real world problems using technology such as graphics calculators, computers and the internet.

HSC Drama

Drama

The HSC Drama Course is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre.

The study of Drama will develop the talents and capacities of all students including: physical, emotional, intellectual, social, spiritual, creative and expressive, as well as developing self-confidence and self-esteem.

Students will develop knowledge and understanding about, and skills in, making, performing and critically studying drama and theatre through:

- Participation in a variety of dramatic and theatrical forms
- Using a variety of dramatic elements, theatrical techniques and conventions in improvised, group devised and scripted drama
- Critically studying the place and function of drama and theatre in communities and societies, past and present
- Assessing a variety of forms and styles used in drama and theatre.

The theoretical and practical aspects of the subject are studied in an integrated way with much learning taking place experientially. Topics are studied through workshop activities or direct observation as well as through reading and discussion. Excursions to see live performances and workshops with skilled theatre practitioners are an important component of the course.

2 Unit Drama provides opportunities for students to concentrate on areas of personal interest. It is designed for students who possess a love of theatre and performance whether they have studied Drama in Stage 5 or if they are wanting to study Drama for the first time.

PRELIMINARY COURSE

The Preliminary Course covers three content areas:

- Improvisation, Play-building, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles.

Topics for study include:

- Production and Performance
- The Group Performance
- The Individual Project.

PRELIMINARY COURSE ASSESSMENT

Year 11 Drama School-Based Assessment components and weightings

Component	Weighting
MAKING	40%
PERFORMING	30%
CRITICAL STUDYING	30%

Assessments for this course include:

- A class play in a selected performance style
- A group devised performance in a selected performance style
- A monologue performance in a selected performance style.

Assessment Tasks include written components such as logbooks, rationales and essays.

HSC COURSE

The Year 12 course continues to build upon the content areas studied in Year 11 and covers four content areas:

- Australian Drama and Theatre (Core Component)
- Studies in Drama and Theatre
- The Group Performance (Core Component)
- The Individual Project (students specialise in one of the following)
 - Scriptwriting
 - Performance
 - Critical Analysis
 - Design

HSC COURSE ASSESSMENT

Year 12 Drama School-Based Assessment components and weightings

Component	Weighting
MAKING	40%
PERFORMING	30%
CRITICAL STUDYING	30%

The Group Performance and Individual Project are both assessed by external examiners. For the Group Performance, each student is required to collaborate with a group in devising and in performing a piece of original theatre.

The written HSC Examination is based on the study of two topic areas. One topic is chosen from Australian Drama and Theatre, and one from Studies in Drama and Theatre. The written examination calls for extended critical essay responses to two questions.

HSC Music

Music is a medium of personal expression that enables the sharing of ideas, feelings and experiences and all students should have the opportunity to develop their musical abilities and potential.

Students acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school.

While there are no prerequisites for Music 1 or Music 2, prior learning experiences will determine the student's pathway through, and engagement with, their chosen HSC Music course. It is an expectation that Music students will undertake instrumental, vocal and/or compositional tuition to support the development of unique skills and be an active participant of the co curricular music program at Queenwood.

Three courses are offered in HSC Music at the Stage 6 Level:

- Music 1 caters for students of all abilities and provides students with opportunities to engage in a range of musical styles, including contemporary popular music.
- Music 2 caters for students who have a substantial background in music and have preferably studied Elective Music for Stage 5. The course provides students with opportunities to extend their musical knowledge with a focus on Western art music.
- Music Extension is only available in Year 12 as an additional unit to Music 2. This course offers a high degree of specialisation in Performance, Composition or Musicology in which each student follows an individual program of study. It provides an opportunity for musically and academically talented students to undertake a rigorous music study commensurate with their academic and musical sophistication.

Music I

PRELIMINARY COURSE

In this course students will study:

- the concepts of music - duration, pitch, dynamics and expressive techniques, tone colour, texture and structure through the learning experiences of performance, composition, musicology, and aural skills, within the context of a wide range of styles, period and genres with at least three topics being selected from an extensive list of electives:

Elective Topics		
Australian Music	Popular Music	An instrument and its Repertoire
Medieval Music	Rock Music	Music of a Culture
Renaissance Music	Theatre Music	Music and Religion
Baroque Music	Jazz	Music and the Related Arts
Music of the 18 th Century	Music for Large Ensembles	Methods of Notating Music
Music of the 19 th Century	Music for Small Ensembles	Music in Education
Music of the 20 th and 21 st Centuries	Music for Radio, Film, Television and Multimedia	Technology and its Influence on Music

ASSESSMENT

Each learning experience will be assessed at least once during the course and are all equally weighted.

Task	Weight
Performance	25%
Composition	25%
Musicology	25%
Aural	25%

HSC COURSE

- Students will study a further three topics from the given list. They may study one topic covered in the Preliminary Course again, providing it is covered in more depth and from a different perspective.
- Students are able to specialise in their area(s) of strength - performance and/or composition and/or musicology, as well as covering the core aspects in those areas and Aural Skills. This flexibility allows a student to have up to 70% of a particular skill (e.g. performance) contribute to their final result.
- The Core Performance (20 marks) must represent one of the three Elective topics studied in the HSC Course. Maximum performance time is 5 minutes.
- Three electives (20 marks each; 60 marks total) from any combination of:
 - **Performance:** Candidates will perform one piece on an instrument or voice for each performance elective. Maximum performance time is 5 minutes.
 - **Composition:** Candidates will compose and submit one original composition for each composition elective. Maximum composition length is 4 minutes.
 - **Musicology:** Candidates will prepare and present one viva voce for each musicology elective. Length of the viva voce is 10 minutes.

ASSESSMENT

The assessment weightings for the HSC Music 1 course are mandatory:

Internal Assessment	Weight
Core Performance	10%
Core Composition	10%
Core Musicology	10%
Aural Skills	25%
Elective 1	15%
Elective 2	15%
Elective 3	15%

External Assessment	Weight
Note: The marks for Core Performance Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.	
Written Paper – Aural Skills	30%
Core Performance	20%
Elective 1	20%
Elective 2	20%
Elective 3	20%

Music 2

PRELIMINARY COURSE

In this course students will study

- the **concepts of music** - duration, pitch, dynamics and expressive techniques, tone colour, texture and structure, through the **learning experiences** of performance, composition, musicology, and aural skills, within the **context** of a wide range of styles, periods and genres which include:

Mandatory Topic:	Additional Topics
Mandatory Topic: Music 1600-1900	PLUS one additional topic to be selected from: <ul style="list-style-type: none"> Australian Music Music of a Culture Medieval Music Renaissance Music Music 1900-1945 Music 1945-25 Years Ago

ASSESSMENT

Each learning experience will be assessed at least once during the course and are all equally weighted.

Task	Weight
Performance	25%
Composition	25%
Musicology	25%
Aural	25%

HSC COURSE

Students will study different mandatory and additional topics from the Preliminary Course.

Mandatory Topic:	Additional Topics
<p>Mandatory Topic:</p> <p>Music of the last 25 years (Australian focus)</p>	<p>PLUS one additional topic to be selected from:</p> <ul style="list-style-type: none"> • Australian Music • Music of a Culture • Medieval Music • Renaissance Music • Music 1900-1945 • Music 1945-25 Years Ago • Medieval Music • Renaissance Music

- At least five significant works will be covered in detail during this course.
- Students will have the opportunity to specialise in their area of strength in the elective component.

Core	Electives
<p>CORE PERFORMANCE</p> <ul style="list-style-type: none"> • Candidates will perform one piece on an instrument of their choice or voice. • Maximum performance time is 5 minutes. 	<p>ELECTIVE PERFORMANCE</p> <ul style="list-style-type: none"> • Candidates will perform 2 pieces on an instrument(s) or voice. • Maximum performance time is 10 minutes.
<p>CORE SIGHT SINGING</p> <ul style="list-style-type: none"> • Candidates will sing an unseen piece of music. 	<p>ELECTIVE COMPOSITION</p> <ul style="list-style-type: none"> • Candidates will compose and submit one original composition. • Maximum composition length is 3 minutes.
<p>CORE COMPOSITION</p> <ul style="list-style-type: none"> • Candidates will submit one original composition. • Maximum composition length is 2 minutes. 	<p>ELECTIVE MUSICOLOGY</p> <ul style="list-style-type: none"> • Candidates will prepare and submit one extended response of approximately 1500 words.

ASSESSMENT

The assessment weightings for the HSC Music 2 course are mandatory:

Internal Assessment	Weight
Core Performance	20%
Core Composition	20%
Core Musicology	20%
Core Aural	20%
Elective <ul style="list-style-type: none"> • Performance or • Composition or • Musicology 	20%

External Assessment	Weight Note: The marks for Core Performance Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.
Written Paper – Musicology and Aural Skills	35%
Core Performance	15%
Sight Singing	5%
Core Composition	15%
Elective <ul style="list-style-type: none"> • Performance or • Composition or • Musicology 	30%

Music Extension

ASSESSMENT

Three tasks will be set over the course and will be weighted as follows:

Task	Weight
Task 1	30%
Task 2	30%
Task 3	40%

EXTERNAL ASSESSMENT

The examination will consist of a performance practical examination OR the submission of a composition OR musicology essay, worth 50 marks.

- Performance:
 - Ensemble: Students perform as a member of an ensemble.
 - Solo: Students perform two solo contrasting pieces of music.
 - Maximum performance for all three pieces time is 20 minutes.
- Composition:
 - Students compose two original contrasting pieces or movements.
 - Maximum combined length of the two compositions is 6 minutes.
- Musicology:
 - Students prepare and submit an essay of approximately 3000 words.

External Assessment	Weight
PERFORMANCE	20%
One Ensemble Piece and Two Solo Pieces	30%
COMPOSITION	50%
Two Submitted Works	
MUSICOLOGY	50%
Submitted Essay	

IB Music

GROUP 6: THE ARTS

Music is an essential part of the human experience.

Students will engage with creativity, expression and communication, through a very 'hands on' exploration of music as researchers, performers and creators.

All components of the music course will be presented through the lens of authentic and practical application, requiring students to be actively involved in ensembles, rehearsals, workshops and performances. In addition, students will learn to make music by engaging with a range of new and emerging technologies and approaches, as well as developing the traditional skills of discipline, practice and perseverance.

Collaboration with peers and other musicians will help to develop musical knowledge, as well as exposing students to a wide range of historical and sociocultural contexts. Music is also a catalyst for expanding cultural thinking and international mindedness, while also broadening musical and artistic perspectives.

While there are no prerequisites, prior learning experiences will determine the student's pathway through, and engagement with, the course. It is an expectation that Music students would undertake instrumental, vocal and/or compositional tuition to support the development of unique skills, and be an active participant of the extra-curricular music program at Queenwood.

- Both Standard Level and Higher Level students are required to develop and maintain a music journal, from which they will select, adapt and present extracts for three assessment tasks:
 - Exploring music in context
 - Experimenting with music
 - Presenting music
- Throughout the planning, development and submission of assessments, students are required to incorporate the following syllabus components:
- Musical roles
 - Researcher
 - Creator

- Performer
- Contexts
 - Personal context
 - Local context
 - Global context
- Areas of inquiry
 - Music for sociocultural and political expression
 - Music for listening and performance
 - Music for dramatic impact, movement and entertainment
 - Music technology in the electronic and digital age
- Higher Level students are required to present an additional assessment: The contemporary music maker. This is a collaborative project inspired by real-life practices in contemporary music. The culmination of the project is a continuous multi-media presentation that evidences the following:
 - Developing an artistic vision
 - Planning and managing the project
 - Collaboration
 - Final presentation

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Available at Standard and Higher Level
- Students are assessed both externally and internally
- External assessments consists of:
 - Exploring music in context
 - Presenting music
- Internal Assessment consists of:
 - Experimenting with music
 - The contemporary music maker (Higher Level only)

ASSESSMENT

BOTH courses	Standard level	Higher Level
EXPLORING MUSIC IN CONTEXT Portfolio incorporating: <ul style="list-style-type: none"> written work (maximum 2,400 words) two practical exercises, including: <ul style="list-style-type: none"> creating exercise (maximum 32 bars and/or 1 minute audio) performed adaption (maximum 2 minutes) supporting audio material (not assessed) 	30%	20%
EXPERIMENTING WITH MUSIC Experimentation report incorporating: <ul style="list-style-type: none"> written report (maximum 1,500 words) practical musical evidence, including: <ul style="list-style-type: none"> three creating excerpts (maximum 5 minutes) three performing excerpts (maximum 5 minutes) 	30%	20%
PRESENTING MUSIC Collection of works including: <ul style="list-style-type: none"> programme notes (maximum 600 words) composition and/or improvisation (maximum 6 minutes) solo and/or ensemble performance (maximum 12 minutes) excerpts, where applicable (maximum 2 minutes) 	40%	30%

Higher Level ONLY	Higher Level
THE CONTEMPORARY MUSIC MAKER Continuous multi-media presentation (maximum 15 minutes) evidencing: <ul style="list-style-type: none"> the project proposal the process and evaluation the realised project, or curated sections of it 	30%

HSC Visual Arts

Visual Arts

The Visual Arts course is exciting, informative and rewarding. It is of great relevance to students' lives and enables them to dedicate time to exploring their creativity and gain increasing intellectual autonomy. Through exploring and investigating the work of others, it encourages tolerance, diversity and empathy.

The subject rewards individual thinking and as such the Visual Arts course can be formative: it has the power to transform the lives of students who undertake it. It offers students opportunities to be creative through the making of artworks - as well as demonstrate their critical and historical understanding of art, reflected in their writing and discussions about art.

Visual Arts in Years 11 and 12 is offered to students who have done Visual Arts in Year 7-10. It is also possible for students who have not done Visual Arts since Year 8 to take it up in Year 11. However, it is advised they work closely with the teacher to make sure they are updated on any new course prerequisites and attend co curricular art workshops for developing additional skills.

PRELIMINARY COURSE

The Preliminary Course is a great opportunity for students in Year 11 to engage or re-engage with the Visual Arts through the practice of making and analysing artworks in a variety of expressive forms. These opportunities include:

- Artist-led workshops to establish and enhance their skills and understanding in artmaking practice.
- Investigation of Case Studies allowing for in-depth investigation and research into artists, themes and art movements.
- Students visit gallery exhibitions and become familiar with critical reviews of exhibitions for the historical and critical component of the course Assessment Tasks.
- Create 'Bodies of Work' in preparation for the Year 12 Course, based on set themes related to their theoretical study.

- Students consistently recording their intentions, experimentations and analysis of artworks as they reflect upon their own artmaking process through the provided Visual Art Process Diary (VAPD). The VAPD plays a highly significant role in the art classroom as a means of developing students' understanding and judgement.

HSC COURSE

This course builds upon the understanding of knowledge, skills, values and attitudes learnt within the Preliminary Course. Students are expected to develop their own practice in artmaking to build on their understanding of the visual arts through deeper and sustained investigations of Art Practice, the Conceptual Framework (agencies in the artworld) and Frames, in increasingly independent ways.

ARTMAKING

Students develop their own 'Body of Work' in their preferred artmaking form and on their chosen subject matter. Students are guided and supported by the Visual Arts staff throughout the process. The Body of Work is a demonstration of the student's understanding of artmaking practice.

ART CRITICISM AND ART HISTORY

Students investigate a series of specific Case Studies of artists, themes and art movements related to set topics under study or their own personal research area. Students will have the chance to visit gallery exhibitions and write critical reviews as well as undertaking historical and contemporary research Assessment Tasks. Written responses will be scaffolded throughout the course, with assessments comprising of short and extended responses in both class time and for examinations.

ASSESSMENT FOR BOTH PRELIMINARY AND HSC COURSES

INTERNAL ASSESSMENT

Internal Assessment	Weighting
ARTMAKING	50%
ART CRITISM AND ART HISTORY	50%

INTERNAL ASSESSMENT

Internal Assessment	Weighting
WRITTEN EXAMINATION Section I Short Answer Questions	25%
Section II Candidates answer one extended response question	25%
BODY OF WORK	50%

IB Visual Arts

GROUP 6: THE ARTS

Visual Arts

The IB Visual Arts Course is designed to be a thought-provoking elective in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

Through enquiry, investigation, reflection and creative application, students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

In addition to exploring and comparing Visual Arts from different perspectives and in different contexts, students engage in, experiment with and critically reflect upon a wide range of contemporary art making practices and media forms.

Throughout the IB Visual Arts course students will experience:

- **Artmaking Practice:** Experiment with diverse media and explore techniques when making art showing a synthesis of skill, media and concept. This is documented in their Process Portfolio.
- **Curatorial Practice:** Students select and present resolved artwork, explaining the ways in which the works are connected and how they wish the audience to engage with the artworks, culminating in a student Exhibition
- **Theoretical Practice:** Students will investigate a range of artists from differing cultural contexts. This allows students to explore ways of communicating their research through visual and written means, titled The Comparative Study
- **Artist-led workshops** to establish and enhance their skills and understanding in artmaking practice.

KEY FEATURES OF THE ASSESSMENT MODEL

- Available at Standard Level (SL) and Higher Level (HL).
- The minimum prescribed number of hours is 150 for Standard Level and 240 for Higher Level.
- Students are assessed both externally and internally.

EXTERNAL ASSESSMENT TASKS

External Assessment Tasks	Standard Level	Higher Level
<p>TASK 1: COMPARATIVE STUDY</p> <p>Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> • At SL: Students compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 pages. • At HL: Students cover the same as SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3-5 pages). 	20%	20%
<p>TASK 2: PROCESS PORTFOLIO</p> <p>Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> • At SL: The submitted work should be in at least two different art making forms, and should be 9-18 pages. • At HL: The submitted work should be in at least three different art making forms, and should be 13-25 pages. 	40%	40%

INTERNAL ASSESSMENT TASKS

External Assessment Tasks	Standard Level	Higher Level
<p>TASK 3: EXHIBITION</p> <p>Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • At SL: 4-7 pieces with exhibition text for each, and a curatorial rationale (400 words maximum). • At HL: 8-11 pieces with exhibition text for each, and a curatorial rationale (700 words maximum). 	40%	40%

HSC Technological and Applied Studies

Design and Technology

Design and Technology is a 2 Unit, 240 hour course that is eligible for ATAR calculation. There are no pre-requisite patterns of study required to undertake the course.

Design and Technology involves the study of design theory and practice, design processes, environmental and social issues, communication and presentation techniques, research, emerging technologies and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing.

The Preliminary course involves the development, realisation and documentation of two design projects. In the HSC course, students undertake the development of a solution to a self-identified problem in a design discipline or context of personal interest. The HSC Major Design Project and supporting folio requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies a genuine need or opportunity.

PRELIMINARY COURSE

The preliminary course provides the foundational skills in theory and design practice through the development of two design projects. Students will learn to work independently and collaboratively, reflecting on the practices utilised in industry, both locally and in a global context. Analysing the impacts of contemporary issues such as sustainability, ethics, globalisation, mechanisation and automation will empower students to engage in real world problems, using current and emerging technologies to respond to identified problems including CAD, laser cutting, 3D printing/ rapid prototyping, and simulation software. They will also learn to select from and apply a variety of materials and techniques into the modelling and production of solutions including timber, metals, plastics and textiles.

HSC COURSE

The HSC Course allows students to develop a solution to a self-identified problems in the form of a Major Design Project. Students will conduct research into their users, formulate time and finance management plans, explore solutions through sketching, experimentation and prototyping in the lead up to the manufacture or production of a final work. Works produced can be in any medium, allowing students to specialise and develop their skills in a design context of specific interest or personal significance. Typically, students work in design contexts including, but not limited to, architecture, industrial product design, graphic design, textiles design and engineered products and systems.

ASSESSMENT

The Preliminary HSC course will be assessed through two design projects and one examination based task.

The HSC course will be assessed both internally at a school-based level and externally by NESA examiners.

HSC Internal Assessment will comprise 100 marks derived from the following:

- A compulsory Innovation and Emerging Technologies case study,
- A trial examination,
- An oral presentation,
- A research based task.

HSC External Assessment will comprise 100 marks derived from the following:

- 40 Marks for the HSC Examination,
- 60 Marks for the Major Design Projects, including the practical component of the Major Design Project and a maximum 80 page supporting folio.

Textiles and Design

Textiles and Design is a 2 Unit, 240 hour course that is eligible for ATAR calculation. There are no pre-requisite courses of study required to undertake the course.

This course provides students with the opportunity to learn about textiles design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability and current issues impacting the Australian Textile Industry. Practical experiences, experimentation and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting folio documentation.

PRELIMINARY COURSE

In Year 11, students investigate in detail, the three areas of:

- Design
- Properties and Performance of Textiles and
- The Australian Textiles, Clothing, Footwear and Allied Industries

Students complete two design projects which are supported by a design folio to document the creative and technical elements of their practice.

HSC COURSE

Students will continue to build on their knowledge, experiences and learning from the preliminary course areas of study. To coincide with this, they will complete an independent Major Textile Project that is externally marked by NESA and worth 50% of the external assessment. This is an opportunity for students to select an area of interest and develop a project from one of the following focus areas:

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-Apparel

ASSESSMENT

Preliminary HSC Internal Assessment will comprise three elements, two design projects and one examination based task.

HSC Internal Assessment will comprise 100 marks derived from:

- An Oral Presentation
- Evidence of Project Management and Processes
- A Properties and Performance of Textiles Report
- HSC Trial Examination

HSC External Assessment will comprise 100 marks derived from:

- A written examination of one and one half hours, worth 50 marks
- Major Textile Project, worth 50 marks. This will include supporting folio documentation and a textile item(s).

HSC Personal Development, Health and Physical Education

The PDHPE course is of great relevance today as physical health and activity should not only be part of one's daily lifestyle, but they impact the functioning of society on a day to day basis.

Throughout the course students will increase their awareness of a healthy lifestyle and how to implement this into their own lives. The course also covers the social and scientific understandings of movement. It enables the refinement of communication, discussion, research and critical inquiry skills as well as practical applications to provide opportunity for translating theoretical understanding into action.

The aims of the syllabus are to introduce and extend upon central issues such as anatomy, nutrition, psychology, training programs, lifestyle diseases and physical fitness and training, and investigating how Australians can reduce their health risks through positive choices. In addition, students will cover topics including sports medicine and sport science, and develop skills in planning for a range of sporting groups, from novice to elite.

In Years 11 and 12 students study PDHPE at 2 Unit Level. Both Preliminary and HSC courses build upon the foundations acquired in Years 7 -10 PDHPE. The career opportunities are broad and varied, including physiotherapy, personal training, sport management and teaching to name but a few.

PRELIMINARY COURSE

The Preliminary Course incorporates the study of two compulsory Core Units and two elective options:

- Better health for the Individual - Core Unit
- The Body In Motion - Core Unit
- First Aid - Option or
- Fitness Choices - Option

PRELIMINARY COURSE ASSESSMENT

The Preliminary PDHPE School-Based Assessment components and weightings

Component	Weighting
BETTER HEALTH FOR INDIVIDUALS	30%
THE BODY IN MOTION	30%
EXAMINATION END OF YEAR	40%

HSC COURSE

The HSC Course incorporates the study of two compulsory Core Units and two elective options:

- Health Priorities in Australia - Core Unit
- Factors Affecting Performance - Core Unit
- Sports Medicine - Option or
- Improving Performance - Option

HSC COURSE ASSESSMENT

The Preliminary PDHPE School-Based Assessment components and weightings

Component	Weighting
HEALTH PRIORITIES IN AUSTRALIA	20%
FACTORS AFFECTING PERFORMANCE	25%
IMPROVING PERFORMANCE	25%
TRIAL EXAMINATION	30%

HSC assessments will equate to 50% of a student's final mark.