

An abstract painting featuring a central yellow flower-like shape with swirling, layered petals. The colors transition from bright yellow in the center to light green and blue towards the edges. The background is a mix of yellow and light green, with a darker blue and purple area at the bottom. The overall style is expressive and textured.

**Newcastle Waldorf
School
2023**

**Preliminary & HSC
Information Booklet**

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Introduction

Since 2014 Newcastle Waldorf School has been running its own registered and accredited HSC pathway, for both Year 11 and Year 12. We have chosen a pathway that fulfills our aim to bring a quality, balanced education to our senior students; engaging their hearts, minds and wills in purposeful activities. Our range of courses brings them opportunities to be inspired by cultural achievements and to follow their individual inspirations along with academic challenges balanced with creative and physical endeavours. We have full Registration and Accreditation from the Board of Studies to teach the HSC in Years 11 & 12.

Our range of subjects fulfills the Board of Studies requirements for the achievement of an HSC, and the students are able to sit external exams for just 6 units (out of the minimum 10 unit requirement for an ATAR). Students who choose this pathway will NOT receive an ATAR. For these students, University entrance (at the University of Newcastle and other universities) can be obtained through a combination of the HSC and the presentation of the student's Portfolio and Presentation work to a university panel. Alternative pathways into university are gaining popularity around the country. Universities are looking for young people who are ready for the requirements of first year university. Completing year 11 & 12 and being able to communicate effectively with a university panel serves this purpose for all courses except (currently) those in Health, but some of these courses may be accessed through undertaking an additional STAT test, or through beginning studies in a Science course.

The Learning Culture of the Senior School

This includes:

- Steiner based teaching methodologies such as: a broad base of subjects, multidisciplinary studies, use of a phenomenological method (observation-based instruction) and support for breadth of thinking through artistic and musical activities as well as involvement in school outdoor nature events.
- Some applications of the Independent Learning Model, particularly for the Individual Major Project and Portfolio, including teacher as facilitator, self-monitored progress, and independent research.

- Assessment Procedures, including course assessment schedules, a range of assessment requirements, external HSC exams for English, Mathematics, Music, Visual Arts and Science, and the application of N determinations for non-completion of assessment requirements.

Patterns of Study and University Entrance

The pattern of Study offered by the school is a two-year program, but this can be extended to a three-year program for individuals (and some students have made use of this opportunity).

Over two years students will complete 12 preliminary units and 10 HSC units which will make them eligible for the award of the HSC.

Students who achieve an HSC that includes Board Endorsed Courses do not qualify for an ATAR (Australian Tertiary Admissions Rank), however there are a number of options for students seeking university entrance. They include:

- Presenting their HSC and Individual Project Portfolio to a university. We currently have an agreement with Newcastle University to assist students through this application process.
- Early access scheme which students can apply to a specific university.
- SRS Schools Recommendation Scheme - Students' applications are supported by a recommendation from the school
- Completing an additional STAT test (in the following year, see Glossary) to supplement the HSC result and generate an ATAR.
- Completing additional units of Board Developed HSC Courses (see list of Board Developed Courses).
- Completing bridging courses offered by universities, such as the 1-year Newstep course.

These options should be discussed with parents and teachers on an individual basis. Over the years we have had students entering a range of universities through a non-ATAR pathway with their HSC, tertiary courses they have enrolled in include teaching/education, nursing, drama, music, music therapy, and other bachelor degrees.

ATAR Sample HSC Pathway	Non - ATAR Sample HSC Pathway
Year 11 <ul style="list-style-type: none"> ● Preliminary Advanced English - 2 units ● Preliminary Advanced Maths - 2 units ● Preliminary Visual Art - 2 units ● Preliminary Biology - 2 units ● Preliminary Music 2 - 2 units ● Preliminary Philosophy - 2 units 	Year 11 <ul style="list-style-type: none"> ● Preliminary Advanced English - 2 units ● Preliminary Advanced Maths - 2 units ● Preliminary Visual Art - 2 units ● Preliminary Biology - 2 units ● Preliminary SLR - 2 units ● Preliminary Philosophy - 2 units
Year 12 <ul style="list-style-type: none"> ● HSC Advanced English - 2 units ● HSC Advanced Maths - 2 units ● HSC Biology - 2 units ● HSC Music 2 - 2 units ● HSC Visual Art - 2 units 	Year 12 <ul style="list-style-type: none"> ● HSC Advanced English - 2 units ● HSC Advanced Maths - 2 units ● HSC Visual Art - 2 units ● HSC SLR - 2 units ● HSC Philosophy - 2 units

Extracurricular Activities

Our Year 11 and 12 students are an asset to the cultural and social aspects of our school community and their contribution has a huge impact on the younger students. We expect our senior students to attend all our timetabled extracurricular activities including Indigenous Culture classes, music groups, Individual Project opportunities, camps and excursions, and consider their enrolment in our senior program to include their firm commitment to these school activities.

Overseas and Australian Trips

In 2022 the students went to Tasmania to carve Huon Pine. We have been conducting overseas trips every second year including Carrara (Italy) trip in 2012, 2014 and 2016, unfortunately our 2020 trip was cancelled. Students have also been to England and Paris (2018). The Wayfarers took students to Japan and Taiwan in April 2014 and made a return visit to our school in August 2015. In 2019 and 2020 there were no trips due to Covid restrictions.

Drama

We offered Preliminary Drama as a subject choice for the first time in 2021 for a group of 5 students. Also, Prospero Players continue to collaborate with the Newcastle Waldorf School students from Years 10 to 12, to produce plays for the public. Productions include opportunities for students to contribute and/or collaborate on original music, artistic set and costume design, lighting, script editing, movement choreography and speech work. We anticipate a Prospero production in April 2023 after the success of *The Tempest* in April 2015, *A Midsummer Night's Dream* in 2017, *As You Like it* in 2019 and *The Crucible* in 2021.



Music

Morning Choir and orchestral groups are one of the school's unique strengths. It supports the students' overall wellbeing and development via the inherent positive qualities of daily group singing and participation in musical experiences. Senior students can take leadership roles in orchestra and chamber music groups and may contribute to the choice of repertoire and the direction of the ensembles, and we aim to organise performances for our Year 9-12 students for the public each year.

Along with our talented individual instrument teachers, students also have the opportunity to work with eminent visiting artists. Visiting artists in the past have included Tony Backhouse, Rachel Hoare, Judy Clingan, The Wayfarers and Francine Bell (for the choir) and Timothy Constable, Fode Mane and Chinta Reiss (drumming), also Monique Claire (cellist) and Jess Randall (violin).

Youth Conferences

Our Year 10 & 11 students attended the first Steiner Education Australia National Youth Conference in Samford valley in 2019. It was a highly successful experience for all the students involved and we intend to participate in all future conferences of this kind. The 2021 Conference planned for Mt Barker school in South Australia was cancelled due to the Covid recommendations in place.

Courses

Board Developed Courses

(These contribute to an ATAR):

- **2 Unit English (Advanced or Standard plus extension)** *All students must do an English course*
- **2 Unit Mathematics (Advanced or Standard plus extension)**
- **2 Unit Visual Arts** *All students will do this course or an externally provided course.*
- **2 Unit Music 1**
- **2 Unit Biology (or Investigating Science, or Earth and Environmental Science, or Physics depending on numbers)**
- **2 Unit Drama**

Extension subjects are an extra 60 hours and contribute an extra 1 unit.

These subjects have internal and external assessment and count towards an HSC and an ATAR. They will include as much Steiner content as possible, and students will be able to present any creative work to the School Community at the end of the year.

Board Endorsed Courses (non-ATAR):

- **2 Unit (or 1 Unit) Philosophy** *It is expected that all students will do at least 1 Module of the Preliminary section of this course*
- **2 Unit Portfolio & Presentation** *All students will do this course [if it is on offer otherwise, we will run an Individual Project over 60 hours](#) (P&P does not affect ATAR due to it being a preliminary subject)*
- **2 Unit Sport, Lifestyle and Recreation**

These subjects are assessed entirely within the school and count towards an HSC. They are explained in detail below.

Additional Courses:

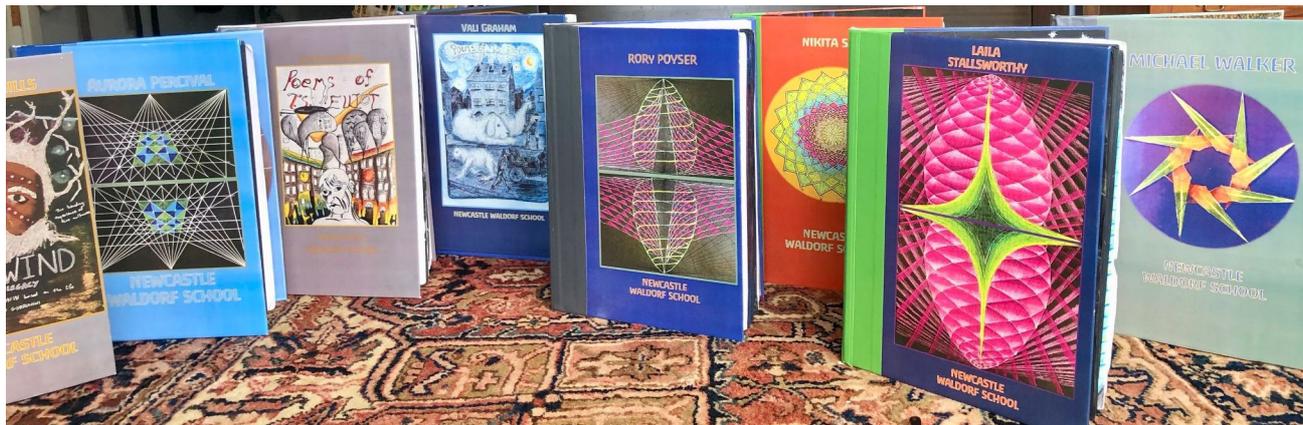
Camden Haven Distance Education (DE) and OTEN/TAFE and TVet or Evet.

Students may only choose ONE Distance Education, TVET or TAFE course. *Please note parents/carers need to pay the DE or TAFE fees on top of their school fees.*

- **Camden Haven School DE** provides the opportunity for students to complete online courses for sciences, Modern History, Languages and other HSC subjects (e.g., Agriculture, Aboriginal Studies, Design & Technology). These subjects count towards an HSC and an ATAR. These courses only suit consistent and self-motivated learners; students will need approval on an individual basis by the teachers. The cost is approximately \$690 per year and applications need to be in by early November **2022 Camden Haven Single Course Distance Education link**
https://camdenhave-h.schools.nsw.gov.au/content/dam/doe/sws/schools/c/camdenhave-h/distance-education/SCCurriculum_amended.pdf
- **TAFE and TVET courses** include subjects such as Screen and Media, construction and childcare. The cost is approximately \$2500 per year but may be more.
TVET Guide 2023 link <https://www.tafensw.edu.au/documents/60140/76288/TVET-Brochure.pdf>
Please ring TAFE directly to find out the courses available in 2023 and the dates for enrolment

Courses in Detail

Philosophy



The Lorien Novalis School originally developed this course and our teachers have assisted in updating two of the modules, it is now used by several Steiner schools for their senior studies. The course covers many of the significant Steiner School Year 11 & 12 Main Lessons. The topics are wide ranging and relevant, covering aspects of Science, Music, Drama, Geometry, Nature Studies, Agriculture, History, Ideology, Literature and Art, with cultural and artistic insight. NESA has approved the course content, outcomes and assessment procedures and this course has attracted interest from other Steiner Schools who run Year 11 and 12 such as Shearwater and Cape Byron. These are some of the modules have been chosen by the school for inclusion in our Philosophy Course.

Power of Wonder

This is an introductory module addressing questions on the nature and relevance of philosophical enquiry, including the Socratic method and key philosophical movements and debates in history. Students will investigate significant philosophers across the ages and the importance of critical and imaginative thinking in today's society. **Task- Screenplay, a Socratic Dialogue**

Clash of Ideologies

This is a study of revolution and evolution. Students can explore the science of the history of people in relation to clashes in ideologies and belief systems. The module explores world conflicts, the effects of Communism, Nazism and Democratisation, and how new world orders have given rise to new insecurities, new tensions and major confrontations. Students also look at the powerful work of resistance movements during times of totalitarianism. **Task - Written report**

Zeitgeist (Spirit of our Time)

The concept of Zeitgeist, proponents of the idea and its historical context are explored by engaging students in a journey into the making of the present-day world. Students will survey the development of human consciousness, including values, attitudes and perspectives, from the 19th and 20th centuries into the present new millennium. Critical shifts in thinking, feeling and willing will be investigated. Students will engage in a survey of artistic, literary and historical texts, which give insight into contemporary issues such as the environment and racism, technology, medicine, war and entertainment, and their impact on society and human consciousness. **Task - Class Debate**

Beyond Good and Evil

This unit addresses the modern questions of choice and consequences, of moral and ethical discourse, through engagement with the origin, history and tradition of the devil's books and the Dr Faustus narratives.

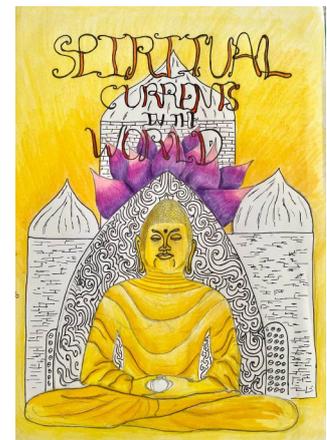
Task – Short Responses and Creative Composition

Forms of Space and Time - Projective Geometry

Students will develop an appreciation and understanding of the human experiences and changing thoughts of time and space. It is an enlivening experience investigating the deep artistry of nature. Students develop a portfolio of completed diagrams and writings, which explore the impressive range of geometric shapes found in the natural world. They also explore concepts of movement, time and pattern making and how these impact on shapes. Students discover how the art of projective geometry reveals natural forms and the metamorphoses of these forms. **Task – Portfolio of Completed Projective Geometry Constructions and commentaries**

Spiritual Currents in World History

Here students can find the common threads as well as the differences which arise in the spiritual currents found throughout world history. The aim of this lesson is to gain an understanding of some of the spiritual philosophies of the East and West by studying the origins, the founders, their lives, their spiritual message and code of ethics, and to observe the evolution of the original message considering the present. Students can review the creation stories of Indigenous Australians and American Indians, and partake in an artistic overview through story, art and music of the spiritual perspectives of a range of cultures which could include Celtic, Islamic, Hebraic, Christian, Hindi, and/or Buddhist. Students will explore and appreciate the influences of religious and spiritual movements on present day humanity. **Task - Portfolio**



Global Issues in Farming and Food (an elective module)

This is a unique opportunity for students to gain practical experience in the increasingly important field of organic agricultural methods including an introduction to biodynamics. Biodynamic agriculture emphasises the link between humans, the earth and the cosmos, creating a sustainable approach to agriculture through the use of manures and composts while excluding the use of artificial chemicals on soil and plants. Methods unique to the biodynamic approach include the use of a sowing and planting calendar and specially prepared mineral additives for compost and field sprays which reinvigorate the natural forces of growth and decay in the plant world. Class activities will include field studies visiting working farms and talks with active farmers and gardeners. Through these experiences students will increase their positive values and attitudes towards many aspects of the environment. We foresee possible collaboration with other Steiner schools for some of these experiences. **Task - Journal of ideas, research, diagrams**



Portfolio and Presentation

Portfolio and Presentation is a preliminary course that has been developed by the school and approved by NESA for five years. **This course is currently in the re-registration process, so we are running an Individual project instead.** A form of this course has been taught in many Steiner schools usually going by the name of the Individual or Major Project. The course involves an in-depth exploration into a field of study of the student's own choosing. The course is typically project-based but requires the students to articulate their project through the development of a journal, portfolio, exposition and presentation.

This course is the apex of a student's journey in Steiner schools in Australia and globally. In the years preceding Year 11, the student has engaged, through the harmonious balance of lessons and activities, in the development of their mental, artistic and practical capacities. In the final years of their schooling this development reaches its culmination in the course we have called Portfolio and Presentation.

This course is designed to draw from and weave together the three strands of the human being's relationship to the world – thinking, feeling and willing. In the presentation component of this course, delivered to the school and the wider school community, the student makes a personal statement of their striving to become a free-thinking individual in the world.

The way in which this course differs from subjects such as D&T, Visual Art and Science is that the students are not bound by what the syllabus specifies they must study in that field. Instead, they choose the field, what direction to take and the depth of their study. Most of the learning involves gaining knowledge and skills to help them find the information they need, to then make sense of the information, to manage themselves through the work and present their work visually and orally.

A student's Mentor and Supervisor provide specific teaching and learning in the chosen field. A Supervisor from the School will be assigned to work with each student, overseeing how each aspect of the course is being managed. Students will also be assisted to find a suitable Mentor(s) to give them in-depth advice in their chosen field.

In the initial stages of the course the students are required to write a proposal that outlines their intentions for the course. All proposals will be thoroughly scrutinised for any overlap between the student's choice of study for the Portfolio and Presentation Course and other HSC subjects the student is undertaking. Projects and submitted works developed for assessment in one course are not to be used either in full or in part for assessment in any other course.

Examples of projects by past students both at Newcastle and other Steiner schools

- Writing a novel or children's book
- Building a boat
- Fitting out a van and a ute as a form of accommodation
- Producing and marketing a calendar of the year with photographs
- Writing and directing a silent film
- Designing and making musical instruments, timber furniture, mountain bikes, surfboards and skateboards
- The writing, production, direction, music composition, costuming and casting of a dramatic piece or theatrical dances
- An exhibition of photography
- The writing of music, its performance and production of a CD
- The creation & fabrication of a collection of clothing, and the staging of a showing of the collection
- Establishing and organising an ongoing community market
- Designing and constructing a climbing wall
- Designing and constructing a relocatable room/cottage

The course consists of five main modules each concentrating on different learning areas designed to provide students with the knowledge and skills to successfully complete a significant individual project. Within each teaching block, time will be allotted to teaching the content of each module as well as for practical achievement of student projects.

- MODULE 1 – Orientation
- MODULE 2 – Shaping in Imagination (Documentation)
- MODULE 3 - A Voyage of Discovery - Research and Referencing
- MODULE 4 – Managing the Journey
- MODULE 5 – Communicating with the Community



Sport, Lifestyle and Recreation

Please note this course is only available when there are a core number of students interested.

This course provides students with opportunities to engage in a range of physical activities. In the eight selected modules covered over the two years, students will have some choice in selecting activities that meet the module requirements. For example, in ‘Individual Games and Sports Applications’, students could choose mountain bike riding or rock climbing among a range of options. Team activities can be selected and organised around the needs and capacities of each cohort. The course consists of both practical and theory components with some modules being slightly more theory focused than others. There is, however, the expectation that all modules and course work consist of elements of written, verbal and skills-based knowledge and understanding, demonstrated through a range of assessment tasks.

The modules in the course include:

- Aquatics
- Games and Sports Applications II (non-contact or sports where teams are separated by a net)
- Outdoor Recreation (hiking and camping based skills)
- Athletics
- Individual Games and Sports
- First Aid and Lifesaving
- Games and Sports Applications I (sports where teams occupy same space)
- Healthy Lifestyles (a study and implementation of needs-based activity programs)



English and optional Extensions

Preliminary Advanced/Standard English

Students can start in the Preliminary Advanced Course and may then elect to change to the HSC Standard English Course for Year 12. Students will study a variety of important developmental texts, which cover a range of themes reflecting the social context of their times as well as the authors' insights into future developments. Through the way these texts are studied, the students will not only learn to value the power and depth of effective communication but will become familiar with the leading questions of different eras and the evolutionary relationship between them.

COMMON MODULE: READING TO WRITE
(Advanced and Standard)

- The Romantics (Fiction and Poetry)
- Westwind Djarlu's legacy (Film)

MODULE A (Advanced): NARRATIVES THAT SHAPE OUR WORLD
The Odyssey (Poetry, Film and Nonfiction)

HSC (Advanced English)

These studies include five texts from the NSW Board of Studies list. Students will study a variety of text types in depth with specific areas of focus. The school will use the following texts in 2020.



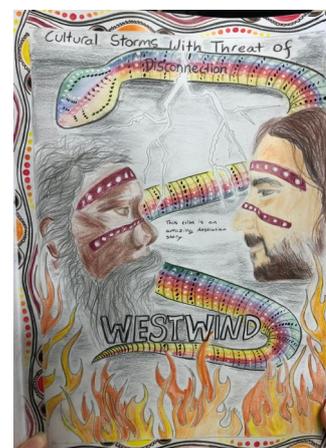
COMMON MODULE: TEXTS AND HUMAN EXPERIENCES (Advanced and Standard)
The Crucible, Arthur Miller (Drama)

HSC (Standard English)

COMMON MODULE: TEXTS AND HUMAN EXPERIENCES (Advanced and Standard)
The Crucible, Arthur Miller (Drama)
and ONE related text

MODULE A: Henry Lawson Short Stories

MODULE B
(Advanced): CRITICAL STUDY OF LITERATURE
Much Ado about Nothing (Shakespearean drama)



MODULE A: TEXTUAL CONVERSATIONS
The Tempest, William Shakespeare & *Hag-Seed*, Margaret Atwood, (Shakespearean drama and Prose-fiction)

MODULE B: CRITICAL STUDY OF LITERATURE
Poems by T. S. Eliot

MODULE C: THE CRAFT OF WRITING
Short texts such as:
The Ghost of Firoza Baag, Rohinton Misty (Prose fiction), 'The Lady of Shallot', Alfred Lord Tennyson (Poetry); *Metamorphosis*, Franz Kafka (Prose Fiction)

MODULE B: Nonfiction, film or media
Nasht, Simon, Frank Hurley: *The Man Who Made History*

MODULE C: The Craft of Writing
Short texts such as:
Stopping by Woods on a Snowy evening, Robert Frost (Poetry);

English Extension 1 and 2 (please note that it is unlikely that we can offer both Extension English and Drama in the one year)

Preliminary Extension English 1 explores one module: Text, Culture and Value. This involves investigating ways of reading. In this unit, students learn how and why texts are appropriated into a range of contexts, develop skills in independent investigation and in extended compositions. Prelim Ext is a requisite for HSC Ext 1 and 2.

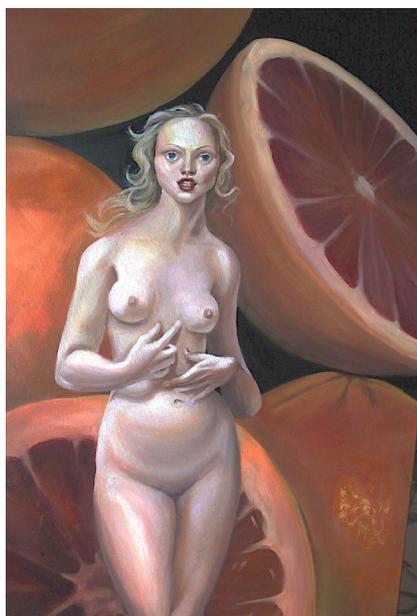
HSC Extension 1 focuses specifically on a chosen module and requires refining of the above skills and knowledge. Extension 2 requires a Major Work to be composed in the genre of the student's choice. It is only for those willing to dedicate ongoing and rigorous independent study into their project and to refine their work for sophistication and clarity. *Please note these courses are only available to students on approval.*

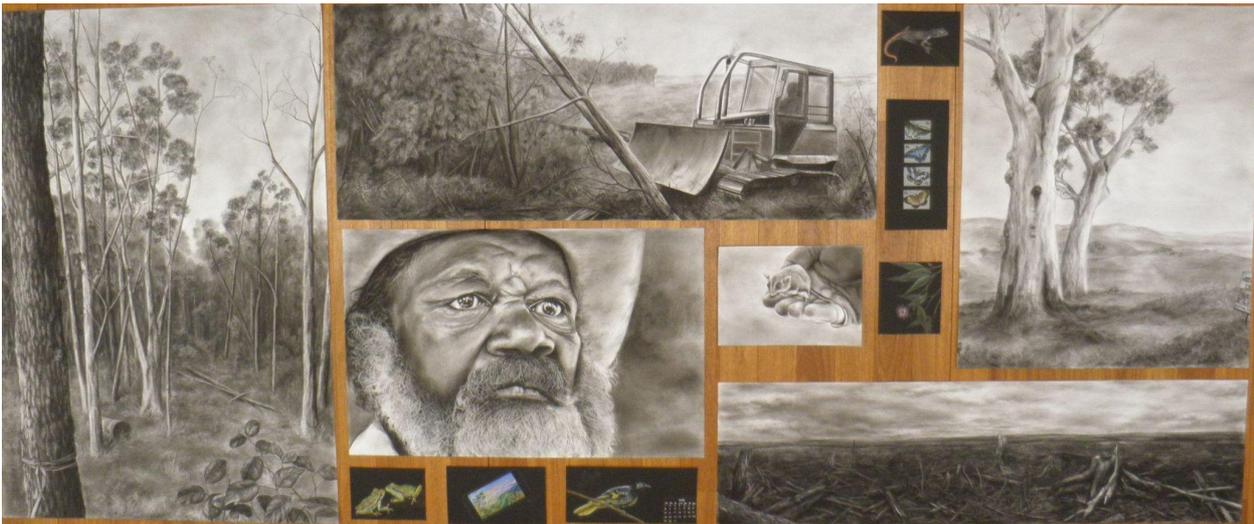
2U Advanced Mathematics, 2U Standard Mathematics and optional Extension 1 and 2 Mathematics

Mathematics taught using "first principals" methodology, has an incredibly powerful impact on our developing minds, creating abilities to think clearly and laterally while synthesising and connecting in a relevant manner the huge quantities of information we absorb during our lives. Mathematics teaches us as much about logic as it does about numbers. It increases our problem-solving capacities in all areas of life. The Standard Mathematics Course involves more practical and everyday uses of Mathematics. In the more conceptual Advanced Mathematics course, students learn to use sophisticated multi-step reasoning, and to integrate ideas of calculus with strong algebraic, deductive and modelling skills to successfully solve difficult problems.

Students who choose the Extension 1 option learn to synthesise mathematical techniques, results and ideas creatively across the Mathematics and Mathematics Extension 1 courses to solve difficult problems and use sophisticated multi-step mathematical reasoning. They develop the further capacity to interpret and evaluate the solutions to problems and to translate efficiently between practical problems and their mathematical model. Students choosing Extension Mathematics need to be able to commit themselves to consistent ongoing study and revision. *Please note these courses are only available to students on approval.*

Visual Art





The Preliminary and HSC Visual Arts course provides students with the opportunity to study the practice of a wide range of artists, both contemporary and more traditional in the theory course, with in-depth case-studies undertaken in the HSC course that constitute the basis for the written exam .IN the practical component, students work through a range of art making experiences in the Preliminary course covering broad topics within visual art theory, history and criticism that inform their art making and expand their understanding of the art world from different times, places and cultures with a focus on exploring different art making conventions. Students’ art making culminates in a ‘body of work’ (BOW) for their year 12 Major Artwork. The major work sees students selecting themes and media of their choice and extending their skills and understanding of art concepts through an intensive creative process. The theory component of the course will continue to deepen their understanding of art practice both informing and inspiring their endeavours. *Our expectation is that all Stage 6 students at our school will complete the Visual Arts Course unless they are enrolling in a distance education or TAFE course.*

Possible media include:

- Painting
- Printmaking
- Drawing
- Photography
- Sculpture in stone, wood, plaster, clay, metal, mixed media and founds objects
- Ceramics
- Textiles
- Photography
- Video
- Documented forms that could include installation and site specific works



Music 1

Music has been part of these students' lives since they started at the School. It is not surprising that we see the fruits of this education in year 11 and 12. Many students develop to be strong individual performers and composers of music at this age and the Music 1 course offers them the chance to explore the subject in more depth. We can spend time getting to know the nuts and bolts of music while exploring a wide variety of repertoire through performance, listening, composition and musicology. Students who choose chamber music options really value the depth of talent in the other students and teachers when it comes to realising their musical ideas. This course lays a solid foundation for those wishing to pursue a career in music and also provides some opportunities for students to start exploring individual and particular areas of interest.

In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different or give greater depth from those studied in the Preliminary course. In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course.

Science

There are a number of Science courses available for students to study in Years 11 and 12. These include **Physics, Chemistry, Biology, Earth and Environmental Science and Investigating Science**. The school has offered Science in the senior school through a study of either Biology, Investigating Science and Physics, depending on the consensus of the student group.

The Investigating Science course is a relatively new course and the content studied is quite broad, including elements of Biology, Physics, Chemistry and Earth Science. The students are required to undertake a depth study of their own choice.

The science courses are 2 units each. In 2019 students opted for Biology, in 2021 students chose physics, 2020 and 2022 students chose Investigating Science. The school also will continue to offer the opportunity for students to study the other Sciences by distance through Camden Haven High School (see page 6).

Drama

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

HSC Topics: Australian Drama and Theatre (Core); Studies in Drama and Theatre; Group Performance (Core content); Individual Project

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

Group Performance: Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

Individual Project: Students demonstrate their expertise in a particular area. They choose one project from: Critical Analysis; Design; Performance; Script-writing; Video Drama.

Glossary of Terms

- An **ATAR (Australian Tertiary Admission Rank)** result can only be achieved by completing 10 units of Board Developed or VET Courses. The external HSC exam results are combined to produce a ranked result out of 99.9. The ATAR result is the main method by which students attain University Entrance
- The **HSC (Higher School Certificate)** is a Board of Studies qualification awarded by a registered and accredited Senior School. To achieve an HSC, a student needs to complete a minimum of 12 Preliminary units and 10 HSC units. At least 6 of these units of study in both Preliminary and HSC courses need to be Board Developed.
- **Board Endorsed Courses (BEC)** - these courses have been developed by individual organisations and approved for Year 11 & 12 delivery by the Board of Studies. The courses are overseen by the Board of Studies, but the assessments are conducted and marked internally by the school. These courses contribute towards the HSC, but **NOT** towards the achievement of an ATAR.
- **Board Developed Courses** – These courses are developed by the NSW Board of Studies. They have external exams which contribute towards an ATAR.
- **Compressed Delivery** - Undertaking the Preliminary and HSC Courses in one Year. This is a useful way of delivering some subjects for a combined Year 11 and 12 class. It avoids repetition of material where the content is highly specific and economises on teaching commitments. We use compressed delivery for 2-unit Visual Art.
- **STAT (Special Tertiary Admissions Test)** is designed to assess a range of competencies considered important for success in tertiary studies. It is accepted by most Universities and held between May and June each year. Students need to find out

