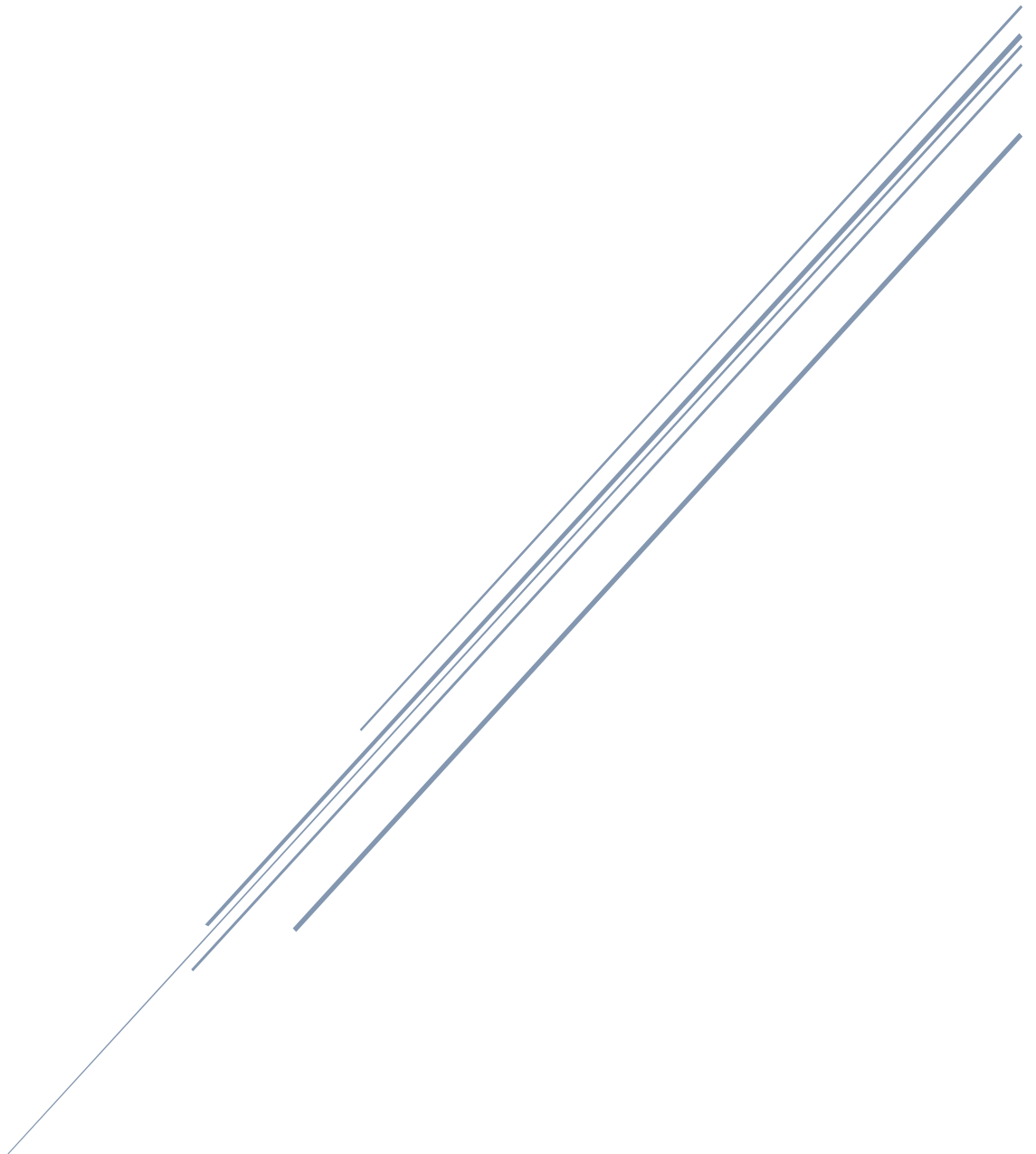




YEAR 11 2021 COURSE SELECTION INFORMATION BOOKLET

Pennant Hills High School



Principal's Message

Stage 6 studies should prove to be both a challenging and exciting time for you as you consolidate the knowledge and skills that you have developed in Years 7 to 10. Not only will you have the opportunity to study a range of interesting subjects, but you will also have the chance to engage in a range of sporting, cultural, leadership and other school experiences.

In the senior school, there will be higher expectations placed upon you than in the junior school, and these will bring added pressures. I expect that all Stage 6 students will follow all of the rules of the school, including the correct wearing of uniform, attending all classes and provide a good example to junior students.

Each subject that you study will come with a prescribed syllabus and assessment requirements. A consistent application to study is required along with the completion of mandatory assessment tasks. Time management is therefore very important so that the necessary attention is given to course work while still finding time for leisure, sport and part-time work. Teachers will have the expectation that you will try as hard as you can in class at all times and complete all coursework, homework and assessments. Your teachers will provide support so that you can achieve academic outcomes at the highest possible level.

In addition to school requirements, the NSW Education Standards Authority (NESA), as the body that controls your Stage 6 studies, will expect you to abide by all of its policies and procedures.

The following pages provide details about each course being offered at our school. I suggest that you pay close attention to course prerequisites, exclusions, particular course requirements, and the impact of some courses on your program of study, major projects, and courses with costs for materials. Students need to carefully select subjects for Years 11 and 12. There are many people around the school that students can rely on for advice, which will help them make an appropriate choice. The Principal, Deputy Principals, Head Teachers, Year Advisers and teachers are all very willing to help.

It is important that students prepare at school for an occupational future. It is also important that students receive the type of broad educational base from which a variety of occupational choices may stem. It is essential that students have the best possible preparation for taking part in a society that is subject to rapid change and increasing in diversity.

All students are strongly advised to consider not only their needs and interests in selecting subjects but their ability to handle each particular subject at the Higher School Certificate level. They should consider their abilities in English expression, Mathematics and Science as well as their past performance in relation to other students. A broad range of subjects are available including Vocational Education and training courses (VET) which may give a student a head start into a chosen career.

Students should choose subjects because they are interested in them, have an ability to cope with them and, finally, whether they may enable entry into courses after school or into employment.

To assist students with making wise and informed choices about their pattern of study, students will be interviewed by the Careers Adviser in Term 3 Week 2.

I look forward to working with you as you progress toward the Higher School Certificate.



ROSS WARREN

Principal

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Subject Selection Timeline

TERM 3 2021

22 July – Subject Information Afternoon and subject selection forms open.

Students will attend a Subject Information afternoon during Period 4. Subject areas will have stalls where students can discuss subject options and speak to expert subject teachers.

Parents will be emailed with a link to a series of parent information videos and subject specific information outlines. The Principal and experienced staff will address parents and students about HSC requirements, course selection and pathway options available for 2021 through these resources. Parents and carers are welcome to email the school for answers to more individual subject questions.

31 July - Online subject selection form goes live

Students can enter their selections using their unique webcode.

27 July - 31 July - Student Career Interviews

Mr Symons, Careers Adviser, will conduct student career interviews according to a published schedule. Students will be given guidance about which pathways suit their needs and abilities. If a student misses their timeslot, they are to see Mr Symons.

14 August – Subject Selection forms close.

From the website, print out a copy of your final subject selections and submit a signed copy to Mr Phull.

The timetabling team may contact students whose choices cannot be accommodated and negotiate changes before the end of Term 3.

Term 4 Students informed about their subjects for 2021.

Students receive their choices for 2021. Subject choices may contain reserve preferences.

General information

Courses undertaken in Years 11 and 12 lead to the award of a Higher School Certificate.

Courses are available as units of study. Each unit of study has a maximum mark value of 50. Most courses are two unit (100 marks) and will be studied usually, for the equivalent of 4 hours per week.

All 2 Unit HSC courses comprise two components, a Year 11 and a Year 12 course. **Students must satisfactorily complete the Year 11 course before they are eligible to commence the corresponding Year 12 course.** A student is not eligible to do the Year 12 course in any subject not having satisfactorily completed the Year 11 course in that subject.

To satisfactorily complete a Stage 6 course, a student must have: -

- followed the course developed by NESAS
- applied himself/herself with diligence and sustained effort to set tasks and experiences in the course.
- achieved some or all of the course outcomes.

The HSC examination will focus on the Year 12 content with the Year 11 course content being regarded as 'assumed knowledge'.

Extension courses which build on the content of the corresponding 2 Unit courses are available only in English, History, Mathematics, Science, Music and some Languages. Note: English and Mathematics have both a Year 11 extension course and one or two units of extension courses in Year 12.

In Year 11, students must select a course of study which totals a minimum of twelve (12) units (of which 2 units must be English).

In Year 12, students must study a minimum of ten (10) units (of which 2 units must be English).

NESA allows students to accumulate their HSC over a period of up to five (5) years. It is, however, recommended that students in this school continue to complete their HSC in the usual two year period, unless there are extenuating circumstances.

Types of Courses:

- 1. Board Developed Courses** are the large number of courses set and examined by NESAS that also contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).
- 2. Board Endorsed Courses** have syllabuses endorsed by NESAS to cater for areas of special interest. **N.B.** All Board Endorsed Courses count towards the HSC but only count in the calculation of the ATAR IF EXAMINED EXTERNALLY.
- 3. Vocational Education and Training (VET) Courses** contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials, and are recognised by industry and employers throughout Australia. Some Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results may also contribute to the calculation of your ATAR.
- 4. School Developed Board Endorsed Courses.**
Where delivery occurs in the year 11 course, the course and grade will appear on a student's Record of School Achievement.

Requirements for the HSC:

To be eligible for the award of the Higher School Certificate at least twelve (12) units in the Year 11 course of study and at least ten (10) units in the Year 12 course of study must be completed satisfactorily.

Both courses of study must include at least:

- six (6) units of Board Developed courses.
- two (2) units of a Board Developed course in English.
- three (3) courses of two (2) unit value or greater.
- four (4) subjects.

Limitations:

- At most seven (7) units of courses in Science can count towards HSC eligibility.
- Students must study Music Course 2 to undertake the Music Extension course.
- Students studying Industrial Technology (Metal & Engineering Studies) are not permitted to study the TAFE delivered courses relating to Metal & Engineering Industry framework.
- Students studying Industrial Technology (Electronic Industries) are not permitted to study TAFE delivered Electronics Technology 2U.
- Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

Australian Tertiary Admission Rank (ATAR) Requirements

To be eligible for an ATAR a student must complete:

- at least ten (10) units of Board Developed Courses.
- at least two (2) units of English (this can only include English Studies if the student sits the optional HSC examination).

The ATAR will be calculated by the University Admissions Centre (UAC) based on an aggregate of scaled marks in ten (10) units of ATAR courses comprising the best two (2) units of English, and the best eight (8) units from the remaining units with no more than two (2) units of category B courses to be included.

Choosing a Course

It is important that you choose your courses carefully. Check with the Careers Adviser to see if there are pre-requisites for post-school courses. Choose courses based on your ability, interest and career aspirations – this way you will be committed to doing your best.

The curriculum breadth and timetable will be developed on the basis of what choices students make. Some courses may not run (due to insufficient numbers). The school will endeavour to accommodate a student's preferred choices using the reserve preferences only when required.

Assessment and Course Reports

The HSC will provide detailed descriptions of the knowledge, skills and understanding attained. A performance scale will be used to describe levels of achievement.

School-based assessment tasks undertaken during the course will contribute 50% of the HSC mark. The other 50% will come from the HSC examination.

The HSC mark for 2 Unit courses will be on a scale from 0 – 100. A mark of 50 will represent the minimum standard expected. There will be 5 performance bands above 50. Band 6 corresponds to the highest level of achievement.

On satisfactory completion of the HSC, each student will receive a portfolio containing:-

- **The HSC Testamur:** The official certificate confirming achievement of all requirements.
- **The Record of School Achievement (ROSA):** Listing the courses studied and the marks and bands achieved.
- **Course reports:** showing marks achieved, Performance Scale and the band description for that course. A graph showing the state-wide distribution will also be included.



HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW EDUCATION STANDARDS AUTHORITY

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 HSC COURSES		Examination Mark	Assessment Mark	HSC Mark	Performance Band
Board Developed Courses					
2016	English (Advanced) (2 unit)	68/100	68/100	68	3
	Hospitality (2 unit)	Refer to Vocational Documentation			
	Hospitality Examination (Food and Beverage)	63/100	N/A	63	5
	Mathematics General 2 (2 unit)	68/100	68/100	68	3
	Modern History (2 unit)	74/100	70/100	72	4
	Society and Culture (2 unit)	77/100	77/100	77	4

Student Number: 8029882
Issued by NESA without alteration or restriction on 10 May 2017 at Sydney, NSW, Australia.

Chief Executive Officer
NSW Education Standards Authority

Subjects available at Pennant Hills High School for 2021

HSC Board Developed Courses

Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Aboriginal Studies		
Agriculture		
Ancient History		HSC History Extension
Biology		
Business Studies		
Chemistry		
Chinese and Literature		
Chinese Beginners		
Community and Family Studies		
Drama		
Economics		
Engineering Studies		
English Standard		
English Advanced	Preliminary English Extension (only after interview with Head Teacher)	HSC English Extension 1 HSC English Extension 2
English EAL/D (Eligibility rules apply)		
English Studies		
Food Technology		
French Beginners		
Geography		
Industrial Technology		
Information Processes & Technology		
Japanese Beginners & Japanese Continuers (Eligibility rules apply)		
Legal Studies		
Mathematics Advanced	Preliminary Mathematics Extension (only after interview with Head Teacher)	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Mathematics Standard (Prelim) Mathematics Standard 1 (HSC) Mathematics Standard 2 (HSC)		
Modern History		HSC History Extension
Music 1 & 2		HSC Music Extension
Personal Development, Health and Physical Education		
Physics		
Society and Culture		
Software Design and Development		
Studies of Religion 1 (1 Unit)		
Textiles and Design		
Visual Arts		

Board Endorsed Courses

Board Endorsed Courses

SUBJECT		PRELIMINARY YEAR	HSC YEAR
Photography, Video and Digital Imaging	1 or 2 Unit	YES	2 Unit only
Sport, Lifestyle & Recreation	1 or 2 Unit	YES	2 Unit only
Visual Design	1 or 2 Unit	YES	2 Unit only
Work Studies	1 Unit	YES	NO

Vocational Education & Training Courses

SUBJECT		PRELIMINARY YEAR	HSC YEAR
Hospitality	2 Unit	YES	YES

School Developed Board Endorsed Courses

SUBJECT		PRELIMINARY YEAR	HSC YEAR
Philosophy	1 Unit	YES	NO

Student Interviews

The Careers Adviser will interview all Year 10 students in Term 3 Week 2. The schedule will be distributed early in Term 3. Students should come prepared to discuss their proposed pattern of study for Stage 6. As part of the interview process, students will discuss with staff their future education and/or employment goals after Year 12.

Subject changes

If a student in 2021 commences Year 11 study and realises that he/she has not chosen wisely, subject changes are permitted as long as

- a position is available in the course they wish to change to,
- matriculation requirements outlined in Section A are still met, and
- parents give their written consent to the change. We recommend an interview with the Careers Adviser before a change of subject request is made.

The School will advise students when and if the change may be made. **After Term 1 Week 4 2021 no further changes will be made.**

HSC: All My Own Work (AMOW)

Year 10 students are required to complete the HSC AMOW program at school during Term 4 in 2020. The aim of this program is to remind students about good scholarship practices in Years 11 and 12.

Students need to complete HSC AMOW before commencing Year 11 and must achieve 80% in each of the five quizzes.

Read more about HSC AMOW [here](#):

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/scholarship-principles-practices>

HSC Minimum Standard

You need reading, writing and numeracy skills to be successful in everyday life after school. That is why you are required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check you have the basics right, you need to sit short online tests of reading, writing and numeracy for everyday life.

You have four opportunities a year to complete each of the tests from Year 10 until a few years after the HSC. If you achieve Level 3 or 4 in the online tests of basic reading, writing and numeracy skills you will show you have met the HSC minimum standard.

How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and numeracy skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application
- Creating a personal weekly budget.

The HSC minimum standard is part of a plan to ensure students have essential literacy and numeracy skills.

You need to meet the HSC minimum standard to receive the HSC. To show you meet the standard you need to:

- pass the online reading test AND
- pass the online writing test AND
- pass the online numeracy test

Further information regarding the HSC minimum standard can be found at the following website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Subject descriptions (Category A)

The NSW Education Standards Authority (NESA) is responsible for developing Kindergarten to Year 12 syllabuses for NSW schools.

The NSW curriculum includes the Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Languages, Technologies, Creative Arts and Personal Development, Health and Physical Education (PDHPE).

Each KLA includes syllabuses for K–10 and Years 11 and 12 that are inclusive of the learning needs of all students.

Syllabuses identify:

- the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage
- outcomes and content that describe what students are expected to know and do
- cross-curriculum priorities, general capabilities and other important learning for all students.

Further information regarding courses can be located at the following website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



Aboriginal Studies

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
<p>Course Description:</p> <p>Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study, students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens. Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples. Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Through Aboriginal Studies, students will develop:</p> <p>knowledge and understanding about:</p> <ul style="list-style-type: none"> • social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples • the diversity of contemporary Aboriginal cultural, political, social and economic life • government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples <p>skills to:</p> <ul style="list-style-type: none"> • investigate issues and communicate information from a variety of perspectives and • develop informed and responsible values and attitudes about: <ul style="list-style-type: none"> – social justice – intercultural understandings – empathy with Aboriginal peoples' experiences and views – ethical research practices 			
<p>Main Topics Covered:</p> <p>Year 11</p> <ul style="list-style-type: none"> • Aboriginality and the Land • Heritage and Identity • International Indigenous Community: Comparative Study • Research and Inquiry Methods: Local Community Case Study 		<p>Year 12</p> <ul style="list-style-type: none"> • Social Justice and Human Rights Issues • Aboriginality and the Land • Heritage and Identity • Research and Inquiry Methods – Major Project 	
Particular Course Requirements: No special requirements			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Investigating, analysis, synthesis and evaluation of information • Research and inquiry methods, including aspects of the Major Project • Communication in appropriate forms 	<p>40</p> <p>25</p> <p>20</p> <p>15</p>
	100		100

Agriculture

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil																																					
<p>Course Description:</p> <p>The Year 11 course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.</p> <p>The Year 12 course builds upon the Year 11 course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.</p>																																							
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Overview (15%) • Farm case study (25%) • Plant production (30%) • Animal production (30%) <p>Year 12 Course</p> <p>Core Topics (80%)</p> <ul style="list-style-type: none"> • Plant/Animal production (50%) • Farm/Product study (30%) <p>One Elective (20%)</p> <ul style="list-style-type: none"> • Agri-food, Fibre and Fuel Technologies • Climate Challenge • Farming for the 21st Century 																																							
<p>Particular Course Requirements: Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course</p>																																							
<p>Assessment: Year 12 course only</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">External Assessment</th> <th style="width: 15%;">Weighting</th> <th style="width: 35%;">Internal Assessment</th> <th style="width: 15%;">Weighting</th> </tr> </thead> <tbody> <tr> <td>A three hour written examination</td> <td></td> <td>Knowledge, understanding and skills</td> <td>80</td> </tr> <tr> <td>Core (80 marks)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part A - objective response questions</td> <td>20</td> <td>Skills in effective research, experimentation and communication</td> <td>20</td> </tr> <tr> <td>Part B - short-answer questions</td> <td>60</td> <td></td> <td></td> </tr> <tr> <td>Electives (20 marks)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1 short question</td> <td>8</td> <td></td> <td></td> </tr> <tr> <td>1 extended response question</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td></td> <td>100</td> <td></td> <td>100</td> </tr> </tbody> </table>				External Assessment	Weighting	Internal Assessment	Weighting	A three hour written examination		Knowledge, understanding and skills	80	Core (80 marks)				Part A - objective response questions	20	Skills in effective research, experimentation and communication	20	Part B - short-answer questions	60			Electives (20 marks)				1 short question	8			1 extended response question	12				100		100
External Assessment	Weighting	Internal Assessment	Weighting																																				
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	100		100																																				

Ancient History

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
<p>Course Description: Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome, Celtic Europe, Asia, the Americas or Australia in both the Year 11 and Year 12 courses.</p> <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.</p> <p>In the Year 12 course, students apply their understanding of the ancient past. They study a core topic and the key features and sources of an ancient society, personality and historical period.</p>			
<p>Main Topics covered:</p> <p>Year 11 Course includes:</p> <ul style="list-style-type: none"> • Investigating Ancient History: The Nature of Ancient History 30 hours • Features of Ancient Societies • Historical Investigation <p>Year 12 Course:</p> <ul style="list-style-type: none"> • Core Study: Cities of Vesuvius – Pompeii and Herculaneum • Ancient Societies topic • Personalities in their Times • Historical Periods 			
Particular course requirement: The Year 11 course is a prerequisite for the HSC course			
Assessment: Year 12 Course only			
External Assessment:	Weighting %	Internal Assessment:	Weighting %
A three hour written examination		Knowledge and understanding of course content	40
		Historical skills in the analysis and evaluation of sources, interpretations	20
		Historical inquiry and research	20
		Communication of historical understanding in appropriate forms	20
	100		100

Biology

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil A total of 6 units of Science in Year 11 a total of 7 units of Science in Year 12	
<p>Course Description:</p> <p>The study of Biology enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used. Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>This course is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>			
<p>Year 11 course</p> <ul style="list-style-type: none"> • Skills in Working Scientifically <p>Main Topics covered:</p> <ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics 		<p>Year 12 course</p> <ul style="list-style-type: none"> • Skills in Working Scientifically <p>Main Topics covered:</p> <ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious Disease and Disorders 	
<p>Depth Studies: Year 11 and Year 12 - <i>What are Depth Studies?</i></p> <p>A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities chosen from any module as teachers deem appropriate for the cohort.</p> <p>Requirements for Depth Studies</p> <ul style="list-style-type: none"> • A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12. • At least one depth study must be included in both Year 11 and Year 12. <p>Requirements for Practical Investigations:</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written examination		Skills in working scientifically	60
		Knowledge & Understanding	40
	100		100

Business Studies

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil	
<p>Course Description: Business activity is a feature of everyone’s life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.</p> <p>As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small to medium enterprises and global businesses.</p> <p>By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.</p>		
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Nature of Business • Business Management • Business Planning <p>Year 12 Course</p> <ul style="list-style-type: none"> • Operations • Marketing • Finance • Human Resources 		
Particular Course Requirements: No special requirements		
Assessment: Year 12 Course only		
External Assessment	Internal Assessment	Weighting
A written examination of three hours	<ul style="list-style-type: none"> • Knowledge and understanding of the course content • Stimulus-based skills • Inquiry and research • Communication of business information, ideas and issues in appropriate forms 	40 20 20 20
100		100

Chemistry

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil A total of 6 units of Science in Year 11 a total of 7 units of Science in Year 12	
<p>Course Description:</p> <p>Chemistry explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>			
<p>Year 11 course</p> <ul style="list-style-type: none"> • Skills in Working Scientifically <p>Main Topics covered:</p> <ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions 		<p>Year 12 course</p> <ul style="list-style-type: none"> • Skills in Working Scientifically <p>Main Topics covered:</p> <ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/base Reactions • Organic Chemistry • Applying Chemical Ideas 	
<p>Requirements for Depth Studies</p> <ul style="list-style-type: none"> • A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12. • At least one depth study must be included in both Year 11 and Year 12. • The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12. <p>A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome, are to be addressed in all depth studies.</p> <p>Particular Course Requirements:</p> <p>Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.</p>			
Assessment: HSC Course only			
External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written examination:		Skills in working scientifically	40
		Knowledge & Understanding	60
	100		100

Chinese and Literature

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Chinese Beginners; Chinese Continuers; Chinese in Context Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA ACE Manual.
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Course Description:

The Year 11 course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In this Year 11 course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the Year 12 course.

In addition to the development of language and communication skills, the Year 12 course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing evaluating and responding to prescribed texts.

Main Topics and Themes Covered:

- **The individual and the community**
 - the impact of a changing society on the individual
 - gender roles in today's society
 - the family in contemporary society
- **Youth culture**
 - pressures on young people today
 - the place of education in young people's lives
 - the influence of traditional values on today's young people
- **Perspectives on identity**
 - adapting to new cultures
 - the relationships between overseas Chinese and their homeland
- **Global issues**
 - economic growth and its impact
 - the impact of international influences on Chinese-speaking communities

Particular Course Requirements: All themes listed in the syllabus must be studied for the HSC.

Assessment: Year 12 Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
Listening and Responding	20	Listening and Responding	20
Reading and Responding	55	Reading and Responding	40
Writing in Chinese	25	Writing in Chinese	30
		Speaking	10
	100		100

Chinese Beginners

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Chinese and Literature; Chinese Continuers; Chinese in Context Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual.
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Course Description:

The Year 11 Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

In the Year 12 course students will extend and refine their communication skills in Chinese in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

Main Topics and Themes Covered:

The Personal World

The Chinese-speaking Communities

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Particular Course Requirements: All themes listed in the syllabus must be studied for the HSC.

Assessment: Year 12 Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
Listening	30	Listening	30
Reading	30	Reading	30
Writing	20	Writing	20
Speaking	20	Speaking	20
	100		100

Community and Family Studies

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
Course Description Community and Family Studies at Stage 6 is a sociology subject designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, in relation to the changing nature of Australian society, with a view to enabling students to plan and manage resources effectively.			
Main Topics Covered:			
Year 11 Course			
Resource Management: Basic concepts of the resource management process. (Indicative course time: 20%)			
Individuals and Groups: The individual's roles, relationships and tasks with groups. (Indicative course time: 40%)			
Families and Communities: Family structures and functions and the interaction between family and community. (Indicative course time: 40%)			
Year 12 Course			
Research Methodology: Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)			
Groups in Context: The needs of specific community groups. (Indicative course time: 25%)			
Parenting and Caring: Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)			
Year 12 Option Modules (Select one of the following. Indicative course time: 25%)			
Family and Societal Interactions How government and community structures support and protect family members throughout their lifespan.			
Social Impact of Technology The impact of evolving technologies on individuals, families, work and communities.			
Individuals and Work Contemporary issues confronting families as they manage their roles within both their family and work environments.			
Particular Course Requirements: During Year 12, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management			
Assessment: Year 12 Course only			
External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination:	100	Core Research Methodology Groups in Context Parenting and Caring Options Families and Societal Interactions Social Impact of Technology Individuals and Work	25 25 25 25
	100		100

Drama

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil		
<p>Course Description:</p> <p>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual learning experiences.</p> <p>Year 11 Course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.</p> <p>Year 12 Course content comprises Australian Drama and Theatre (Core studies) and Studies in Drama and Theatre involving the theoretical and practical exploration of themes, issues, styles and movements of the traditional and contemporary practices of Australian drama by exploring relevant acting techniques, performance styles and spaces.</p> <p>The Group Performance (Core component) of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes' duration). It provides an opportunity for each student to demonstrate his or her performance skills.</p> <p>For the Individual Project students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script - Writing or Video Drama.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course Improvisation, Play building, Acting; Elements of Production in Performance and Theatrical Traditions and Performance Styles</p> <p>Year 12 Course Australian Drama and Theatre (Core content); Studies in Drama and Theatre; Group Performance (Core content) and Individual Project</p>			
<p>Particular Course Requirements:</p> <p>The Year 11 Course informs learning in the Year 12 Course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Year 12 Group Performance, a published topic list is used as a starting point. The Year 12 Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 Course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. When choosing Individual Projects, students must ensure that they do not choose a text or topic that they are studying in Drama, or one that is in the written component of any other Year 12 Course.</p>			
Assessment Year 12 Course only:			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	<ul style="list-style-type: none"> • Australian Drama and Theatre 	30
Individual Project	30	<ul style="list-style-type: none"> • Studies in Drama and Theatre 	30
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre (Core)	40	<ul style="list-style-type: none"> • Development of Group Performance 	20
Studies in Drama and Theatre		<ul style="list-style-type: none"> • Development of Individual Project 	20
	100		100

Economics

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
<p>Course Description:</p> <p>Economics is the study of how to best solve the universal economic problem of scarcity. Two distinct branches of Economics are macroeconomics and microeconomics, each of which approaches Economics from opposing perspectives.</p> <p>The study of Economics has a theoretical basis, with a considered debate of the relative merits of different theories when assessing economic issues and related policies.</p> <p>The course is ideal for students who are interested in reading, speaking and writing deeply about the Australian Economy and its place in the Global Economy, as well as, economic issues, policies and management.</p> <p>The rigorous, stimulating and relevant Economics framework enables students to develop valuable analysis skills which are critically importance, given that economic decisions have a crucial influence on the standard of living as well as quality of life experienced by individuals and economist throughout the world.</p> <p>If selected as a specialisation at university, economics can lead to careers in:</p> <ul style="list-style-type: none"> • share, finance or commodities and markets • business • economic forecasting • banking • insurance • tourism • resource management • property development management • government • environmental management • town planning • foreign affairs or economic policy development 			
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Introduction to Economics • Consumers and business • Markets • Labour markets • Financial markets • Government in the economy 		<p>Year 12 Course</p> <ul style="list-style-type: none"> • The global economy • Australia's place in the global economy • Economic issues • Economic policies and management 	
Particular Course Requirements: No special requirements			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding of the course content • Stimulus-based skills • Inquiry and research • Communication of economic information, ideas and issues in appropriate forms 	<p>40</p> <p>20</p> <p>20</p> <p>20</p>
	100		100

English Advanced

2 Units for both Year 11 and Year 12	Exclusions: English Standard; EAL/D
<p>Course Description:</p> <p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction. Students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>	
<p>Main Topics Covered:</p> <p>Year 11: The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. <p>Year 12: The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Particular Course Requirements:</p> <p>Year 11: Students are required to study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Students also study a wide range of additional related texts and textual forms.</p> <p>Year 12: Students are required to study at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining text may be film or media or a nonfiction text or may be selected from one of the categories already used. Students also study at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i>. Also, at least one related text in the <i>Common module: Texts and Human Experiences</i>.</p>	
Assessment: (Year 12 course only)	
External Assessment	Internal Assessment
<p>Paper 1: 90 minutes</p> <p>Paper 2: 2 hours</p>	<p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <p>A maximum of four assessment tasks</p> <ul style="list-style-type: none"> • one a formal written exam with a maximum weighting of 30% • one task focused on <i>Module C</i> with a minimum weighting of 25% • one task a multimodal presentation • assessment of the Common Module to integrate student selected related material.

English Extension

Year 11 English Extension 1; Year 12 English Extension 1 and Extension 2	Prerequisites: English (Advanced) Year 11 English Extension 1 is a prerequisite for Year 12 English Extension 1 and 2. Exclusions: English Standard; English EAL/D; English Studies		
Course Description: In the English Extension Year 11 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. They consider how and why cultural values are maintained and changed. In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.			
Main Topics Covered: Year 11 The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project. Year 12 English Extension 1 course – The course has one common module, <i>Literary Worlds</i> , with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.			
Particular Course Requirements: Year 11 - Students are required to examine a key text from the past and its manifestations in one or more recent cultures; explore, analyse and critically evaluate different examples of such texts in a range of contexts and media; undertake a related research project. Year 12 - In the English Extension 1 course students are required to study: <ul style="list-style-type: none"> - at least three prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) - at least TWO related texts. In the English Extension 2 course students are required to: <ul style="list-style-type: none"> - Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. - Students can choose to compose in ONE of the following forms: short fiction; creative non-fiction; poetry; critical response; script – short film, television, drama; podcasts – drama, storytelling, speeches, performance poetry; multimedia. 			
Assessment: Year 12 Extension 1			
External Assessment	Internal Assessment		
HSC two-hour examination	Three assessment tasks: <ul style="list-style-type: none"> • one task may be a formal written examination • one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%. 		
Assessment: Year 12 Extension 2			
External Assessment	Weighting	Internal Assessment	Weighting
Submission of Major Work and accompanying reflection statement	50	Viva Voce Literature Review Critique	15 20 15
	50		50

English as an Additional Language/Dialect (EAL/D)

<p>2 Units of study for each of the Year 11 course and the Year 12 course.</p>	<p>Exclusions: English (Standard), English (Advanced) Course, English (Extension). Eligibility rules apply. Check with your teacher.</p>
<p>Course Description:</p> <p>In the English EAL/D Year 11 course, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.</p> <p>In the English EAL/D Year 12 course, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis. In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.</p>	
<p>Main Topics Covered:</p> <p>Year 11 Course –</p> <ul style="list-style-type: none"> • Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The compulsory modules are <i>Language and Texts in Context</i>, <i>Close Study of Text</i> and <i>Texts and Society</i>. <p>Year 12 Course –</p> <ul style="list-style-type: none"> • Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. • The fourth module, <i>Focus on Writing</i>, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written 	
<p>Particular Course Requirements:</p> <p>Across the English EAL/D Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> ▪ a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts ▪ texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia ▪ a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples ▪ texts with a wide range of cultural, social and gender perspectives. 	
<p>Assessment: (Year 12 course only)</p>	
<p>External Assessment</p>	<p>Internal Assessment</p>
<p>Paper 1: 90 minutes exam</p> <p>Paper 2: 1 hour exam</p> <p>Listening Paper: 30 minutes</p>	<p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <p>A maximum of four assessment tasks</p> <ul style="list-style-type: none"> • one a formal written exam with a maximum weighting of 30% • one task focused on <i>Module D</i> with a minimum weighting of 25% • one task a multimodal presentation • assessment of the Common Module to integrate student selected related material.

English Standard

2 Units for both Year 11 and Year 12.	Exclusions: English Advanced; English EAL/D; Extension; English Studies
<p>Course Description:</p> <p>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p>	
<p>Main Topics Covered:</p> <p>Year 11: The course has two sections:</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. <p>Year 12: The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Year 11: Students are required to study:</p> <ul style="list-style-type: none"> - one complex multimodal or digital text in Module A (this may include the study of film) - one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet - a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts - a wide range of additional related texts and textual forms. <p>Year 12: Students are required to study:</p> <ul style="list-style-type: none"> - one complex multimodal or digital text in Module A (this may include the study of film) - one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet - a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts - a wide range of additional related texts and textual forms. 	
Assessment: (Year 12 course only)	
External	Internal assessment
<p>Paper 1: 90 minutes</p> <p>Paper 2: 2 hours</p>	<p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> • a maximum of four assessment tasks • one task is a formal written examination with a maximum weighting of 30% • one task must focus on <i>Module C</i> with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes • assessment of student-selected related material in the common module.

Engineering Studies

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: Nil	
Course Description:			
Both Year 11 and Year 12 Courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
Main Topics Covered:			
Year 11 Course			
Students undertake the study and develop an engineering report for each of 4 modules:			
<ul style="list-style-type: none"> • Engineering fundamentals • Engineered products • Braking systems • Biomedical engineering 			
Year 12 Course			
Students undertake the study and develop an engineering report for each of 4 modules:			
<ul style="list-style-type: none"> • Civil Structures • Personal and Public Transport • Aeronautical Engineering • Telecommunications Engineering 			
Particular Course Requirements:			
Engineering reports must allocate 20% of the total school-based assessment (Year 12)			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
3 hour written exam with 5 min. reading time.	100	Knowledge and understanding of engineering principles and developments in technology	50
		Skills in research, problem solving and communication related to engineering	30
		Understanding of the scope and role of engineering including management and problem solving	20
	100		100

Food Technology

2 Units in Year 11 / 2 Units Year 12 Board Developed Course	Exclusions: Nil		
Course Description:			
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in research, analysing and communicating food issues, food preparation, and the design, implementation and			
Main Topics Covered:			
Year 11 Course			
<ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 			
Year 12 Course			
<ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 			
Particular Course Requirements:			
<p>There is no prerequisite study for the 2 Unit Year 11 Course. Completion of the 2 Unit Year 11 Course is a prerequisite to the study of the 2 Unit Year 12 Course.</p> <p>In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.</p>			
Assessment: Year 12 Course Only			
External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace) 30 • Research, analysis and communication 30 • Experimentation and preparation 20 • Design, implementation and evaluation 	20
	100		100

French Beginners

2 Units for each of Year 11 and Year 12 Board Developed Course		Exclusions: French Continuers Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual.	
Course Description:			
<p>In the Year 11 course, students will begin to develop their knowledge and understanding of French. During this course students must acquire some knowledge of the French language as a system through two main topics; The Personal World and The French-speaking Communities, and through the integrated use of the four skills: listening, speaking, reading and writing.</p> <p>In the Year 12 Course, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the Year 12. Topics previously studied during the Year 12 Course will be studied in greater depth for the Year 12 Course.</p>			
Themes Covered:			
<ul style="list-style-type: none"> • The Personal World • The French-speaking Communities 			
Particular Course Requirements: All themes listed in the syllabus must be studied for the HSC.			
Assessment: Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
Listening	30	Listening	30
Reading	30	Reading	30
Writing	20	Writing	20
Speaking	20	Speaking	20
	100		100

Geography

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil		
<p>Course Description:</p> <p>Geography is an investigation of the world, which provides an accurate description and interpretation of the diverse character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand the environmental change and the interactions, which take place in our world.</p> <p>The course is divided between the study of physical and human geography. In the physical component the students will examine the links and patterns associated with the biophysical environments such as coastal ecosystems. An understanding of these factors will contribute to the students understanding of sustainable management. In the human component the students investigate human accomplishments. They will study the constraints, perceptions and impacts of these activities. They will also study how media and information technology influences the way people perceive and interact with their environment and form their attitudes towards sustainability.</p> <p>A range of geographical tools and skills are developed throughout the year in preparation for the HSC examination. Students also undertake fieldwork to investigate geographical processes.</p> <p>Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study Geography:</p> <ul style="list-style-type: none"> • Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world • Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet • Students are well prepared to explore issues as informed citizens in a changing world • Students of Geography develop skills and understandings transferable and applicable to the world of work. 			
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Biophysical Interactions 45% of course time • Global Challenges 45% of coursetime • The Senior Geography Project 10% of coursetime <p>Year 12 Course</p> <ul style="list-style-type: none"> • Ecosystems at Risk 33% of coursetime • Urban Places 33% of coursetime • People and Economic Activity 33% of coursetime 			
<p>Particular Course Requirements:</p> <p>Students complete a Senior Geography Project (SGP) in the Preliminary Course and undertake 12 hours of fieldwork in both the Preliminary and HSC Courses.</p>			
Assessment: Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding of the course content 40 • Geographical tools and skills 20 • Geographical inquiry and research, including fieldwork 20 • Communication of geographical information, ideas and issues in appropriate forms 20 	
	100		100

History Extension – (Year 12 only)

1 Unit Year 12 Board Developed Course	Exclusions: Nil Prerequisites: Students must study either Ancient History or Modern History to be eligible.	
Course Description: <p>The course enables students to build on the outcomes of the Stage 6 Ancient History and Modern History courses in relation to historiography and historical enquiry and communication. The course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.</p> <p>Year 12 History Extension provides students with the opportunity to gain greater knowledge and understanding of the way history is written. Students are provided with intellectually challenging concepts as well as the opportunity to undertake a historical investigation into an area that they have chosen and developed themselves.</p>		
Main Topics Studied: <p>Part 1: What is History? Percentage of course time: 60% Students use historical debates from one case study, a source book of readings and ideas from historians to investigate the question 'What is History?', through the key questions:</p> <ul style="list-style-type: none"> • What is history? • What are the aims and purposes of history? • How has history been constructed and recorded over time? • Why have approaches to history changed over time? • Case studies. <p>Part 11: History Project Percentage of course time: 40% Students develop a range of historical skills and apply these skills by designing and conducting their own historical investigation</p>		
Assessment: Year 12 Course Only		
2 Hour written examination	Internal assessment	Weighting
	Knowledge and understanding of significant historiographical ideas and processes	40
	Skills in designing, undertaking and communicating historical inquiry – the History Project	60
		100

Industrial Technology (Timber and Metal)

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil		
<p>Course Description:</p> <p>Industrial Technology Stage 6 consists of project work and Industry Study that develop a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices through the construction of challenging projects.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course: The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological, personnel, Workplace, Health and Safety • Design Management – designing, drawing, computer applications • Communication – literacy, calculations, graphics, computer drawing (project management) • Industry Specific Content and Production – materials, processes, industrial processes <p>Year 12 Course The following sections are taught in relation to the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> • Industry Study • Major Project • Industry Specific Content and Production <p>The majority of the year is spent constructing a practical project of the student's choice such as Timber hall tables, coffee tables, clocks and sideboards. Metal – workbenches, coffee tables, tools and machinery, go karts, trailers</p>			
<p>Particular Course Requirements:</p> <p>In the Year 11 Course, students must design, develop and construct one or more projects. The project must include a management folio. Students also undertake the study of an individual business within the industry. In the Year 12 Course, students construct a major project of their own design using the full range of workshop tools and machinery. A folio documenting the research, design and construction is also completed. Both the project and folio are presented to the HSC examiners who visit the school during Term 3 of Year 12.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40	Industry Study	15
Major Project (product & portfolio)	60	Major Project	60
Design & Management Workplace Communication Production Record		Industry Specific Context	25
<p><i>New criteria yet to be determined by NESAs. Internal assessments may change to reflect new NESAs requirements.</i></p>			
	100		100

Information Processes and Technology

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description:</p> <p>Information Processes and Technology is the study of computer based information systems. It focuses on information processes performed by these systems and the information technology (hardware and software) that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need in any given organisation or business.</p>	
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Introduction to Information Skills and Systems • Tools for Information Processes • Developing Information Systems • Project Work <p>Year 12 Course</p> <ul style="list-style-type: none"> • Project Management • Information Systems and Databases • Communication Systems (Networking) • Option strands, the study of two information systems (Automated Manufacturing Systems and Multimedia Systems) • Project work 	
<p>Particular Course Requirements:</p> <p>There is no prerequisite study for the 2 Unit Year 11 Courses. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit Year 12 Course</p>	
Assessment: HSC Course only	
External Assessment	Internal Assessment
A three hour written examination	Assessment will be based on the HSC Course content including a major project, practical tests and examinations.
100	100

Japanese Beginners

<p>2 Units for each Year 11 and HSC Board Developed Course</p>	<p>Exclusions: Japanese Continuers; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual</p>		
<p>Course Description:</p> <p>In the Year 11 course, students will develop their knowledge and understanding of Japanese through the prescribed topics. These will be explored through the integrated use of the four skills: listening, speaking, reading and writing.</p> <p>Students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. Topics listed in the syllabus must be studied for the HSC. Topics previously studied in the Year 11 course will be studied in greater depth.</p>			
<p>Topics Covered:</p> <ul style="list-style-type: none"> • The Personal World • The Japanese-Speaking Communities • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Future plans and aspirations 			
<p>Particular Course Requirements: All themes listed in the syllabus must be studied for the HSC</p>			
<p>Assessment: HSC Course only</p>			
Internal Assessment	Weighting	External Assessment	Weighting
Speaking	20	Oral examination	20
Listening	30	Listening Reading	30
Reading	30	Writing in Japanese	30
Writing	20		20
	100		100

Japanese Continuers

<p>2 Units for each Year 11 and Year 12 Board Developed Course</p>	<p>Exclusions: Japanese Beginners; Japanese Background Speakers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual</p>		
<p>Course Description:</p> <p>The Year 11 and Year 12 courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.</p>			
<p>Prescribed Themes</p> <ul style="list-style-type: none"> • The individual • The Japanese-speaking communities • The changing world <p>F</p>	<p>Topics Covered:</p> <ul style="list-style-type: none"> • Personal world • Daily life • Leisure • Future plans • Travelling in Japan • Living in Japan • Cultural life • The world of work • Current issues 		
<p>Particular Course Requirements: All themes listed in the syllabus must be studied for the Year 12 Course</p>			
<p>Assessment: Year 12 Course only</p>			
<p>Internal Assessment</p>	<p>Weighting</p>	<p>External Assessment</p>	<p>Weighting</p>
<p>Speaking</p>	<p>20</p>	<p>Oral examination</p>	<p>20</p>
<p>Listening</p>	<p>30</p>	<p>Listening Reading</p>	<p>30</p>
<p>Reading</p>	<p>30</p>	<p>Writing in Japanese</p>	<p>30</p>
<p>Writing</p>	<p>20</p>		<p>20</p>
	<p>100</p>		<p>100</p>

Legal Studies

2 Units for each of Year 11 and Year 12 Board Developed Course.	Exclusions: Nil		
<p>Course Description:</p> <p>Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.</p> <p>The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.</p> <p>Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.</p> <p>The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.</p> <p>Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • The Legal System 40% of course time • The Individual and the Law 30% of course time • The Law in Practice 30% of coursetime <p>Year 12 Course</p> <ul style="list-style-type: none"> • Crime 30% of course time • Human Rights 20% of course time • Additional Option Topics (2)* 50% of coursetime <p>*Two chosen from consumers, global environmental protection, families, indigenous peoples, shelter, workplace, and world order.</p>			
Particular Course Requirements: No special requirements			
Assessment Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding of the course content 40 • Analysis and Evaluation 20 • Inquiry and research 20 • Communication of legal information, ideas and issues in appropriate forms 20 	
	100		100

Mathematics (Advanced)

<p>2 Units for each of Year 11 and Year 12 Board Developed Course.</p> <p>NB: ONLY STUDENTS IN 10M1, 10M2 OR 10M3 IN 2020 MEET THE PREREQUISITES FOR THIS COURSE.</p>	<p>Prerequisites: The course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> covering all sub-strands of Stage 5.1 and Stage 5.2, the following sub-strands of Stage 5.3:</p> <ul style="list-style-type: none"> - Algebraic techniques - Surds and indices - Equations - Non-linear relationships - Linear relationships - Trigonometry & Pythagoras' - Single variable data analysis - Properties of Geometrical Shapes <p>and at least some content from the following sub-strands of Stage 5.3:</p> <ul style="list-style-type: none"> - Linear relationships - Properties of Geometrical Shapes
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Course Description:

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The study of Mathematics Advanced in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning
- provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role and provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Main Topics Covered:

Year 11 Course:

- Functions
- Trigonometric Functions
 - Trigonometry and Measure of Angles
 - Trigonometric Functions and Identities
- Calculus
 - Introduction to Differentiation
- Exponential and Logarithmic Functions
 - Logarithms and Exponentials
- Statistical Analysis
 - Probability and Discrete Probability Distributions

Year 12 Course

- Functions incl graphing techniques
- Trigonometric Functions
 - Trigonometric Functions and Graphs
- Calculus
 - Differential Calculus
 - The Second Derivative
 - Integral Calculus
- Financial Mathematics
 - Modelling Financial Situations
- Statistical Analysis
 - Descriptive Statistics & Bivariate Data Analysis
 - Random Variables

Assessment: Year 12 course only

External Assessment		Internal Assessment	
Written examination with time allowed 3 hours + 5 minutes reading time. The examination is based on the HSC course. Yr 11 course is assumed knowledge.		Four tasks including one assignment or investigation-style task and covers the following components.	
Examination Sections	Marks	Component	Weighting
Section I Objective-response questions	10	Understanding, fluency and communication	50
Section II 37 to 42 questions worth up to 4 or 5 marks.	90	Problem solving, reasoning and justification	50
	100		100

Mathematics – Extension 1

<p>1 Unit additional to the Mathematics course, for the Year 11 and Year 12 Board Developed Course (3 units total).</p> <p>NB: ONLY STUDENTS IN 10M1, 10M2 or 10M3 in 2020 meet the prerequisites for this course.</p>	<p>Prerequisites: The course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all sub-strands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands:</p> <ul style="list-style-type: none"> - Polynomials - Functions and Other Graphs - Logarithms - Circle Geometry 		
<p>Course Description:</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> ▪ enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ▪ provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively ▪ provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality ▪ provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level ▪ provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 			
<p>Main Topics Covered:</p> <p>The course content includes the entire Mathematics (2 Unit) course and, in addition, contains:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 11 Course:</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Trigonometric Functions <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> • Rates of Change • Combinatorics <ul style="list-style-type: none"> • Working with Combinatorics </td> <td style="width: 50%; vertical-align: top;"> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> • Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> • Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> • Trigonometric Equations • Calculus <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus • Statistical Analysis • The Binomial Distribution </td> </tr> </table>		<p>Year 11 Course:</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Trigonometric Functions <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> • Rates of Change • Combinatorics <ul style="list-style-type: none"> • Working with Combinatorics 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> • Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> • Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> • Trigonometric Equations • Calculus <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus • Statistical Analysis • The Binomial Distribution
<p>Year 11 Course:</p> <ul style="list-style-type: none"> • Functions <ul style="list-style-type: none"> • Further Work with Functions • Polynomials • Trigonometric Functions <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities • Calculus <ul style="list-style-type: none"> • Rates of Change • Combinatorics <ul style="list-style-type: none"> • Working with Combinatorics 	<p>Year 12 Course</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> • Proof by Mathematical Induction • Vectors <ul style="list-style-type: none"> • Introduction to Vectors • Trigonometric Functions <ul style="list-style-type: none"> • Trigonometric Equations • Calculus <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus • Statistical Analysis • The Binomial Distribution 		
<p>Assessment: Year 12 course only</p>			
External Assessment	Internal Assessment		
Written examination with time allowed 2 hours + 5 minutes reading time. The examination will be based on the HSC course, however the Year 11 course and the entire Mathematics Advanced course are assumed knowledge and may be examined.	The HSC course internal assessment comprises of four tasks including one assignment or investigation-style task and covers the following components.		
Examination Sections	Marks	Component	Weighting
Section I Objective-response questions	10	Understanding, fluency and communication	50
Section II Questions may contain parts. There will be 23 to 28 items worth up to 4 or 5 marks.	90	Problem solving, reasoning and justification	50
	100		100

Mathematics – Extension 2 (Year 12 year only)

<p>1 Unit additional to the Mathematics Advanced and Extension 1 courses, for the Year 12 Board Developed Course (4 units) (For ATAR calculation, Ext. 2 students are considered to have 2 units of each Ext. 1 and Ext. 2)</p>	<p>Prerequisites: The course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced and Extension 1 Year 11 courses and are concurrently studying the Mathematics Advanced and Extension 1 Year 12 courses.</p>			
<p>Course Description:</p> <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> ▪ enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ▪ provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration ▪ provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts ▪ provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level ▪ provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. 				
<p>Main Topics Covered (Year 12 Course):</p> <ul style="list-style-type: none"> • Proof <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction • Vectors • Complex Numbers <ul style="list-style-type: none"> • Introduction to Complex Numbers • Using Complex Numbers • Calculus • Mechanics • Applications of Calculus to Mechanics 				
<p>Assessment: Year 12 course only</p>				
<p>External Assessment</p> <p>Written examination with time allowed 3 hours + 5 minutes reading time. The examination will be based on the Year 12 course, however the Mathematics Advanced and Extension 1 courses are assumed knowledge and may be examined.</p>		<p>Internal Assessment</p> <p>The Year 12 course internal assessment comprises of four tasks including one assignment or investigation-style task and covers the following components.</p>		
<p>Examination Sections</p>		<p>Marks</p>	<p>Component</p>	<p>Marks</p>
<p>Section I Objective-response questions</p>		<p>10</p>	<p>Objective-response questions</p>	<p>10</p>
<p>Section II Questions may contain parts. There will be 37 to 42 items worth up to 4 or 5 marks.</p>		<p>90</p>	<p>Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks.</p>	<p>90</p>
		<p>100</p>		<p>100</p>

Mathematics Standard 2

2 units each of Year 11 and Year 12.	Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.								
<p>Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:</p> <ul style="list-style-type: none"> • Area and surface area • Equations • Financial mathematics • Linear relationships • Non-linear relationships • Probability • Right-angled triangles (Trigonometry) • Single variable data analysis 									
<p>Course Description:</p> <ul style="list-style-type: none"> • The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 									
<p>Main Topics Covered:</p> <p>The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks.</p>									
<p>Year 11</p> <p>Algebra Formulae and Equations Linear Relationships</p> <p>Measurement Applications of Measurement Working with Time</p> <p>Financial Mathematics Money Matters</p> <p>Statistical Analysis Data Analysis Relative Frequency and Probability</p>	<p>Year 12</p> <p>Algebra Types of Relationships</p> <p>Measurement Non-right-angled Trigonometry Rates and Ratios</p> <p>Financial Mathematics Investments and Loans Annuities</p> <p>Statistical Analysis Bivariate Data Analysis The Normal Distribution</p> <p>Networks Network Concepts Critical Path Analysis</p>								
Assessment (Year 12 Courses Only)									
External Assessment	Internal Assessment (Standard 1 and 2)								
All students studying the Mathematics Standard 2 course will sit for an HSC examination of length 2 ½ hours with 10 min reading time. This course will be eligible for inclusion in the calculation of an ATAR	The HSC internal assessment consists of four assessment tasks including one assignment or investigation-style task assessing the following components.								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Component</th> <th style="width: 20%;">Weighting</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Understanding, fluency and communication</td> <td style="text-align: center; padding: 5px;">50</td> </tr> <tr> <td style="padding: 5px;">Problem solving, reasoning and justification</td> <td style="text-align: center; padding: 5px;">50</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="text-align: center; padding: 5px;">100</td> </tr> </tbody> </table>	Component	Weighting	Understanding, fluency and communication	50	Problem solving, reasoning and justification	50		100
Component	Weighting								
Understanding, fluency and communication	50								
Problem solving, reasoning and justification	50								
	100								

Modern History

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil								
<p>Course Description:</p> <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, events, ideas, movements and developments.</p> <p>The HSC Course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.</p>									
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Part I: Investigating Modern History –students complete at least ONE option from ‘The Nature of Modern History’ and at least TWO case studies. • Part II: Historical Investigation • Part III: The Shaping of the Modern World <p>Assessment components</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Knowledge and understanding of course content</td> <td style="text-align: right; width: 20%;">40</td> </tr> <tr> <td>Historical skills in the analysis and evaluation of sources and interpretations</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Historical inquiry and research</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Communication of historical understanding in appropriate forms</td> <td style="text-align: right;">20</td> </tr> </table> <p>Year 12 Course</p> <ul style="list-style-type: none"> • Part I: Core Study: Power and Authority in the Modern World 1919-1946 • Part II: National Studies – ONE ‘National Studies’ topic • Part III: Peace and Conflict - ONE ‘Peace and Conflict’ topic • Part IV: Change in the Modern World - ONE ‘Change in the Modern World’ topic. 		Knowledge and understanding of course content	40	Historical skills in the analysis and evaluation of sources and interpretations	20	Historical inquiry and research	20	Communication of historical understanding in appropriate forms	20
Knowledge and understanding of course content	40								
Historical skills in the analysis and evaluation of sources and interpretations	20								
Historical inquiry and research	20								
Communication of historical understanding in appropriate forms	20								
Particular Course Requirements: The Year 11 Course is a prerequisite for the HSC Course.									
Assessment: Year 12 Course Only									
External Assessment	Internal Assessment								
• Written examination – 3 hours + 5 minutes reading time.	Assessment components and weightings are identical to the components and weighting in the Year 11 Course								
100	100								

Music 1

2 Units for each of Year 11 and Year 12 Board Developed Course		Prerequisites: Nil Exclusions: Music 2	
Course Description: In the Year 11 and HSC Courses, students will study: the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres			
Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.			
Particular Course Requirements: Year 12 Course In addition to core studies in performance, composition, musicology and aural, students select THREE electives from any combination of performance, composition and musicology. These electives must represent EACH of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.			
Assessment: Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece) A 45 minute – 1 hour aural skills exam	20*	Performance Composition Musicology	10 10 10
Electives: Three electives from any combination of:	30	Aural Electives	25 45
• Performance (one piece)	20*		
• Composition (submitted composition)	20*		
• Musicology (one viva voce)	20*		
	100		100

* The marks for core performance and electives will be converted to a mark out of 70 giving a total mark out of 100 for the examination.

Music 2

2 Units for each of Year 11 and Year 12 Board Developed Course		Prerequisites: Music Additional Study Course (or equivalent) Exclusions: Music 1	
Course Description: In the Year 11 and Year 12 Courses, students will study: The concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered: Students study one Mandatory topic covering a range of content and one Additional Topic in each year of the course. In the Year 11 Course the Mandatory Topic is Music 1600 – 1900, in the HSC Course the Mandatory Topic is Music of the Last 25 Years (Australian focus).			
Particular Course Requirements: In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.			
Assessment: Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight Singing Core Composition (reflecting mandatory topic)	5	Composition	20
		Musicology	20
		Aural	20
		Elective, in either:	20
		• Performance	20
		• Composition	20
		• Musicology	20
A one and a half hour written examination paper – musicology/ aural skills	35		
One Elective – reflecting:			
• Additional Topic			
• Performance (2 pieces), or	30		
• Submitted composition, or			
• Submitted essay			
	100		100

Music Extension (Year 12 year only)

1 Unit/60 Hour Course Board Developed Course		Prerequisites: Music 2 (studied concurrently with HSC Music 2 Course) Exclusion: Music 1	
Course Description:			
The Year 12 Music Extension Course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.			
Particular Course Requirements:			
Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.			
Assessment: Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
Performance (50)		Performance (50)	
Three contrasting pieces, one of which must be an ensemble		Three assessment tasks	15
Ensemble	20	Task 1	20
Solo 1	15	Task 2	15
	15	Task 3	
		OR	
Solo 2		Composition	
OR		Three assessment tasks	
Composition (50)		Task 1	15
Two original compositions (to be submitted to NESAs)	25	Task 2	20
	25	Task 3	15
Piece 1		OR	
		Musicology	
Piece 2		Three assessment tasks	15
OR		Task 1	20
Musicology (50)		Task 2	15
One extended essay (to be submitted to NESAs)	50	Task 3	
	50		50

Personal Development, Health and Physical Education

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
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Course Description:

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the scientific foundations for how the body moves. Students have the opportunity to study options such as first aid and fitness choices. There may be practical aspects involved in this course, but related to the content in Fitness Choices and First Aid. This course is 90% theory and is designed for students wishing to explore health and the nature of movement.

In the first core of the Year 12 course, students focus on major issues related to Australia's health status and current health priorities. This includes investigating the special health needs of groups experiencing health inequities. The second core focuses on factors that affect physical performance including different types of training, nutritional requirements, psychological strategies and skill acquisition. In the two options studied, students can focus on improved performance and safe participation by learning about advanced approaches to training and sports medicine concepts.

This subject is suited to those with a special or vocational interest in human movement, medical and health science, and individual and community health issues and who wish to continue their studies at a tertiary (university) level.

First Aid Course conducted Term 4 Year 10, highly recommended for those studying this course (approx. \$150)

Main Topics Covered:

Year 11 Course Core Topics (60%)

- Better Health for Individuals (30%)
- The Body in Motion (30%)

Options (40%)

Select **two** of the following options:

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

Year 12 Course Core Topics (60%)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

Options (40%)

Select **two** of the following options:

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

Particular Course Requirements: In addition to core studies students select two options in each of the Year 11 and Year 12 Courses.

Assessment: Year 12 Course Only

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper: Core	60	Skills relating to decision-making, critical thinking, research and analysis.	60
Options	40	Knowledge and Understanding.	40
	100		100

Physics

2 Units for each of Year 11 and Year 12 Board Developed Course.	Exclusions: Nil A total of 6 units of science in Year 11 A total of 7 units of science in Year 12		
Course Description:			
<p>The <i>Physics Stage 6 Syllabus</i> involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>			
Year 11 course <ul style="list-style-type: none"> • Skills in Working Scientifically Main Topics covered: <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism 	Year 12 course <ul style="list-style-type: none"> • Skills in Working Scientifically Main Topics covered: <ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • The Nature of Light • From the Universe to the Atom 		
Depth Studies: Year 11 and Year 12 - <i>What are Depth Studies?</i> A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities chosen from any module as teachers deem appropriate for the cohort.			
Requirements for Depth Studies <ul style="list-style-type: none"> • A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12. • At least one depth study must be included in both Year 11 and Year 12. • The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12. • A minimum of two additional Working Scientifically skills outcomes, and further development of at least one Knowledge and Understanding outcome, should be addressed in all depth studies. 			
Requirements for Practical Investigations: Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written paper:		Skills in working scientifically Knowledge & Understanding	40 60
	100		100

Society and Culture

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil		
Course Description:			
<p>The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.</p> <p>Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.</p> <p>Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:</p> <ul style="list-style-type: none"> • themselves • their own society and culture • the societies and cultures of others. <p>Students are provided with essential concepts, skills, competencies and knowledge to encourage a process of independent thinking that can be used to explain patterns of behaviour, solve problems, and engage in and actively contribute to all levels of society. Students are also introduced to the social and cultural research methods commonly used in tertiary institutions.</p>			
Main Topics Covered:			
<p>Year 11 Course</p> <ul style="list-style-type: none"> • The Social and Cultural World • Personal and Social Identity • Intercultural Communication <p>Year 12 Course</p> <ul style="list-style-type: none"> • Personal Interest Project – externally assessed and worth 40% of total course mark. • Social and Cultural Continuity and Change <p>Depth Studies</p> <p>Two of the following:</p> <ul style="list-style-type: none"> • Popular Culture • Belief Systems and Ideologies • Social Inclusion and Exclusion • Social Conformity and Nonconformity 			
Particular Course Requirements:			
<p>For the HSC course, a Personal Interest Project (PIP) of the students' choice of topic must be submitted and is worth 40% of the final HSC mark. The Year 11 Course is a pre-requisite for the HSC course</p>			
Assessment: Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
Written examination (2 hours)	60	<ul style="list-style-type: none"> • Knowledge and understanding of course content 	50
Personal Interest Project (PIP)	40	<ul style="list-style-type: none"> • Application and evaluation of social and cultural research methods • Communication of information, ideas and issues in appropriate forms 	30 20
		100	100

Software Design and Development

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description:</p> <p>The Year 11 course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.</p> <p>The Year 12 course builds on the Year 11 course, and asks students to develop and document software using a variety of data structure and language facilities, and through these will learn to solve a number of interesting and relevant software problems.</p>	
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <p>Concepts and issues in the design and development of software (30%)</p> <ul style="list-style-type: none"> • Social and ethical issues • Hardware and software • Software development approaches <p>Introduction to software development (50%)</p> <ul style="list-style-type: none"> Defining and understanding the problem Implementing software solutions Testing and evaluating software solutions Maintaining software solutions <p>Developing Software Solutions (20%)</p> <p>Year 12 Course</p> <p>Development and impact of software solutions (15%)</p> <ul style="list-style-type: none"> • Development and impact of software solutions • Social and ethical issues • Application of software development approaches <p>Software development cycle (40%)</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and designing • Implementation • Testing and evaluation • Maintenance <p>Developing a solution package (20%)</p> <p>Option (20%)</p> <ul style="list-style-type: none"> • Programming paradigms OR • The interrelationship between software and hardware 	
<p>Particular Course Requirements:</p> <p>The Year 11 Course is a pre-requisite for the HSC Course</p>	
<p>Assessment: Year 12 Course Only</p>	
External Assessment	Internal Assessment
A three hour written examination with TWO SECTIONS.	Assessment will be based on the HSC course content including examinations, a practical test and a major project.
100	100

Studies of Religion 1

1 Unit for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil		
<p>Course Description:</p> <p>Religion has been and is an integral part of human experience and a component of every culture. An appreciation of society is enhanced by an understanding of religion, its influence on human behaviour and interaction within culture. An understanding of religion provides a perspective for the human view of reality and deals with daily living as well as with the ultimate source, meaning and goal of life.</p> <p>This 1 unit course acknowledges that there are many ways of studying religion. It investigates the significance of the role of religion within Australian society and religion's place within the global environments. There is also an emphasis on Aboriginal belief systems and spiritualities in Australia.</p> <p>Students will study two religious traditions and come to an understanding that each tradition has its own integrity and contributes to a well-ordered society.</p> <p>This 1 Unit course allows students undertaking extension courses to meet the mandatory 12</p>			
<p>Main Topics Covered: Year 11 Course</p> <ul style="list-style-type: none"> • Nature of Religion and Beliefs (15 marks) • Two Religious Tradition Case Studies (35 marks) <p>Year 12 Course</p> <ul style="list-style-type: none"> • Religion and Belief Systems in Australia - post 1945 (15 marks) • Religious Tradition Depth Studies • Two Depth Studies will be selected from the following: Buddhism, Christianity, Hinduism, Islam, or Judaism. (35 marks) 			
<p>Particular Course Requirements: The Preliminary Course is a prerequisite for the HSC Course Assessment: Year 12 Course Only</p>			
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written Examination in three sections. Religion and Belief Systems in Australia post 1945; Religious Tradition; Depth Study Short answer responses Religious Tradition Depth Study Extended response question	15 marks 15 marks 20 marks	Tasks include: Oral presentation Research Exams/Tests Stimulus-based	15 marks 35 marks
	50 marks		50 marks

Textiles & Design

2 Units in Year 11 / 2 Units Year 12 Board Developed Course		Exclusions: Nil	
<p>Course Description:</p> <p>The Year 11 course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.</p> <p>The Year 12 course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.</p>			
<p>Main Topics Covered:</p> <p>Year 11 Course</p> <ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%) <p>Year 12 Course</p> <ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%) 			
<p>Particular Course Requirements</p> <p>In the Year 11 course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the Year 12 course, the Major Textile Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course.</p>			
Assessment: Year 12 Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Textile, Clothing, Footwear and Allied Industries	10
Major Textile Project	50	Properties and Performance	20
		Design	20
		Major Textiles Project	50
	100		100

Visual Arts

2 Units for each of Year 11 and Year 12 Board Developed Course	Exclusions: Nil		
Course Description:			
<p>Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a body of work in the Year 12 course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Year 11 course is broad, while the Year 12 course provides for deeper, increasingly more independent investigations.</p> <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p>			
Main Topics Covered:			
Year 11 Course Learning Opportunities focus on:			
<ul style="list-style-type: none"> ☐ ☐ The nature of practice in art making, art criticism and art history through different investigations ☐ ☐ The role and function of artists' artwork, the world and audiences in the art world The frames and how students might develop their own informed points of view How students may develop meaning and focus and interest in their work ☐ Building understandings over time through various investigations and working in different forms 			
Year 12 Course Learning Opportunities focus on:			
<ul style="list-style-type: none"> ☐ How students may develop their own informed points of view in increasingly more independent ways using the frames ☐ How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest ☐ How students may learn about the relationships between artist, artwork and audience within the art world 			
Particular Course Requirements:			
Year 11 Course			
<ul style="list-style-type: none"> • Artworks in at least 2 forms and use of a process diary • A broad investigation of ideas in art criticism and art history 			
Year 12 Course			
<ul style="list-style-type: none"> • Development of a body of work and use of a process diary • A minimum of 5 Case Studies (4-10 hours each) • Deeper and more complex investigations of ideas in art criticism and art history 			
Assessment: Year 12 Course Only			
External Assessment	Weighting	Internal Assessment	Weighting
A written exam paper	50	Development of the body of work and process diary	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

Subject descriptions (Category B)

The NSW Education Standards Authority (NESA) is responsible for developing Kindergarten to Year 12 syllabuses for NSW schools.

The NSW curriculum includes the Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Languages, Technologies, Creative Arts and Personal Development, Health and Physical Education (PDHPE).

Each KLA includes syllabuses for K–10 and Years 11 and 12 that are inclusive of the learning needs of all students.

Syllabuses identify:

- the knowledge, understanding, skills, values and attitudes students are expected to develop at each stage
- outcomes and content that describe what students are expected to know and do
- cross-curriculum priorities, general capabilities and other important learning for all students.

Further information regarding courses can be located at the following website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>



English Studies

2 units for Year 11 and Year 12. Content Endorsed Course	Exclusions: English (Standard); English (Advanced); English (ESL); English (Extension)
Course Entry Guidelines <p>This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.</p> <p>Students considering choosing this course should be advised that:</p> <ul style="list-style-type: none">• English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.• Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.• Students choosing not to sit for the English Studies HSC exam will still be eligible for the HSC.	
Course Description <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p> <p>In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.</p>	
Main Topics Covered: <p>For the Year 11 English Studies course students:</p> <ul style="list-style-type: none">- study the mandatory module, Achieving through English: English in education, work and community- complete the mandatory module, Achieving Through English, as the first unit of work- complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances <p>For the Year 12 English Studies course students complete:</p> <ul style="list-style-type: none">- the Year 11 course as a prerequisite- the mandatory common module – Texts and human experiences as the first unit of work.- an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances	
Particular Course Requirements: <p>In Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none">- read, view, listen to and compose a wide range of texts including print and multimodal texts- study at least one substantial print text (for example a novel, biography or drama)- study at least one substantial multimodal text (for example film or a television series). <p>In Year 12 students will also be required to study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.</p>	
Assessment: (Year 12 Course only) <p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none">• a maximum of four assessment tasks• one task may be a formal written examination with a maximum weighting of 20%• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%• assessment of the Common Module must integrate teacher or student selected related material.	

Mathematics Standard 1

2 units each of Year 11 and Year 12.	Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 1 Year 12 course.	
<p>Prerequisites: The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:</p> <ul style="list-style-type: none"> • Area and surface area • Equations • Financial mathematics • Linear relationships • Non-linear relationships • Probability • Right-angled triangles (Trigonometry) • Single variable data analysis • Volume 		
<p>Course Description:</p> <ul style="list-style-type: none"> • The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course. <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 		
<p>Main Topics Covered:</p> <p>The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic of Networks.</p>		
<p>Year 11</p> <p>Algebra Formulae and Equations Linear Relationships</p> <p>Measurement Applications of Measurement Working with Time</p> <p>Financial Mathematics Money Matters</p> <p>Statistical Analysis Data Analysis Relative Frequency and Probability</p>	<p>Year 12</p> <p>Algebra Types of Relationships</p> <p>Measurement Right-angled Triangles Rates Scaled Drawings</p> <p>Financial Mathematics Investment Depreciation and Loans</p> <p>Statistical Analysis Further Statistical Analysis</p> <p>Networks Networks and Paths</p>	
Assessment (Year 12 Courses Only)		
External Assessment	Internal Assessment (Standard 1 and 2)	
<p>Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination</p> <p>The HSC examination must be competed for the subject to be included in an ATAR calculation (subject to limit of 2 units of category B subjects)</p>	The HSC internal assessment consists of four assessment tasks including one assignment or investigation-style task assessing the following components.	
	Component	Weighting
	Understanding, fluency and communication	50
	Problem solving, reasoning and justification	50
		100

Hospitality: Vocational Education and Training (VET) Courses

Curriculum Framework (240 hours)	
2 Units in Year 11 / 2 Units HSC Board Developed Course, Dual accredited with TAFE Statement of Attainment towards SIT 20416 Certificate II in Kitchen Operations.	Prerequisites: Nil
<p>Course Description:</p> <p>This course is for students who wish to work in the hospitality industry, either as a long term career or in part time positions whilst studying at university, etc.</p> <p>Recognition of Prior Learning (RPL) can be considered on enrolment for the Hospitality Curriculum Framework.</p> <p>The Hospitality Curriculum Framework under the Australian Qualification Framework (AQF) is a nationally accredited qualification, enhancing students' application for further study at TAFE at diploma level.</p> <p>Hospitality is a Category B course and has an ATAR accreditation.</p> <p>The course is based on <i>Units of Competency</i>, which have been drawn up by the hospitality industry to describe the competencies, skills and knowledge needed by workers in this industry.</p>	
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> • In the Core of the course students concentrate on developing the skills to work effectively in a hospitality environment including Hospitality Industry awareness, communicating with customers and staff, working safely and hygienically and operating equipment. • The Kitchen Operations strand studied builds on these skills. Students will be able to develop further competencies in: <ul style="list-style-type: none"> • preparing / presenting food; • commercial cookery methods; • food safety procedures. 	
<p>Particular Course Requirements: Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace.</p>	
<p>Assessment:</p> <p>Competency Assessment</p> <p>This is a competency based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. When a student achieves a Unit of Competency it is registered with NESAS.</p> <p>Competency based assessment determines the vocational qualification that a student will receive.</p> <p>External Assessment – HSC Examination</p> <p>The Higher School Certificate examination for Hospitality (240 indicative hours) will involve a written examination made up of multiple-choice items, short answers and extended response items.</p>	
<p>Qualifications:</p> <ul style="list-style-type: none"> • Students assessed as competent in all of the Units of Competency in Hospitality (240 hours) will be eligible for the AQF Statement of Attainment towards Certificate II in Hospitality. • Students assessed as competent in all of the Units of Competency in the Hospitality (120 hours) will be eligible for the AQF Statement of Attainment towards Certificate I in Hospitality. 	

Hospitality – Kitchen Operations Course Descriptor 2021



Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total of 4 units of credit – Year 11 and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (https://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIT 20416 Certificate II in Kitchen Operations		Units of Competency	
8 Core		5 Electives	
BSBWOR203	Work effectively with others	SITHIND002	Source and use information on the hospitality industry
SITXWHS001	Participate in safe work practices	BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC001	Use food preparation equipment	SITHCCC003	Prepare and present sandwiches
SITHCCC005	Prepare dishes using basic methods of cookery	SITHCCC002	Prepare and present simple dishes
SITHCCC011	Use cookery skills effectively	SITHCCC006	Prepare appetisers and salads
SITHKOP001	Clean kitchen premises and equipment	Additional units required to attain an HSC credential in this course	
SITXFSA001	Use hygienic practices for food safety	SITXFSA002	Participate in safe food handling practices
SITXINV002	Maintain the quality of perishable items		
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
Supporting and working with colleagues to meet goals and working in a team		Preparing menus, managing resources, preparing, cooking food and menu items	
Examples of occupations in the Hospitality Industry			
Breakfast cook Catering assistant	Fast food cook Sandwich hand	Takeaway food cook Trainee chef	
Mandatory course requirements to attain a HSC credential in this course			
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements			
To enrol in SIT 20416 Certificate II in Kitchen Operations , students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment			
Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes			
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive this AQF qualification.			
Course consumables: \$180.00			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

Photography, Video and Digital Imaging

Content Endorsed Course 1 Unit and 2 Unit Courses	Exclusions: Photographs produced in this course cannot be used in the body of work in the HSC Visual Arts course.
<p>Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate with students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for the student to investigate and develop understanding and skills that contribute to an informed critical practice. Central to this is the development of creative action, reflection and the exercise of judgement.</p> <p>Photography, Video and Digital Imaging also offers opportunities for students to investigate the contemporary world of the visual arts and design, television, film, video, the mass media and multimedia, and to investigate the ways in which these fields of artistic practice have been adapted and evolved over time. It also opens opportunities into a wide range of vocational options.</p> <p>This course in Photography, Video and Digital Imaging will allow students to:</p> <ul style="list-style-type: none"> • Increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings • Develop an understanding of the methods photographers use to build meanings • Develop skills through the acquisition of the techniques of photography and digital imaging using techniques such as : <ul style="list-style-type: none"> ▪ Exploring the more traditional practices of black and white photography and manipulating prints in the darkroom ▪ Using a digital camera and the computer to capture, edit, manipulate, transform, store and print digital images ▪ Learning to experiment and investigate using digital tools and techniques in Photoshop • Use photography as a means of visual communications and a process to aid observation and analysis • Gain an understanding of careers involving photography 	

Year 11 and Year 12 Courses	Weighting	
	2 Unit	1 Unit
Making	70	35
Critical and Historical Studies	30	15
TOTAL	100	50

<p>Particular Year 11 Course Requirements:</p> <ul style="list-style-type: none"> • Photography Body of Work • Digital Imaging Body of Work • Student Process Diary 	<p>Particular Year 12 Course Requirements:</p> <ul style="list-style-type: none"> • Digital Imaging Body of Work • Student Process Diary • Yearly Exam • Development of Individual Project
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Sport, Lifestyle and Recreation

Content Endorsed Course 1 Unit or 2 Unit Course	Exclusions: Nil		
<p>Course Description: Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity. These and other aspects of the course enable students to adopt and maintain an active lifestyle.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> • The qualities of a discerning consumer and a critic of physical activity and sport; • High levels of performance skill in particular sports; • The capacity to adopt administrative roles in community sport and recreation; • The skills of coach, trainer, first aid officer, referee and fitness leader. <p>This is a non-ATAR course so the 1 or 2 units from this course cannot be considered as part of the students' ATAR calculation.</p> <p>The course features a highly practical focus, physical activity being both an area of study and a medium of learning. All students should be given opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.</p> <p>7 x Weekly Sessions at Fitness First (\$7/session) 5 x Weekly Sessions at Tennis and Lawn Bowls (\$5/session)</p> <p>The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study and may offer some credit transfer opportunities into TAFE.</p> <p>The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.</p>			
<p>Main Topics that could be covered: The modules in Sport, Lifestyle and Recreation</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Aquatics • Athletics • Dance • First Aid and Sports Injuries • Fitness • Games and Sports Applications I • Games and Sports Applications II • Gymnastics </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Healthy Lifestyle • Individual Games and Sports Applications • Outdoor Recreation • Resistance Training • Social Perspectives of Games and Sports • Sports Administration • Sports Coaching and Training </td> </tr> </table>		<ul style="list-style-type: none"> • Aquatics • Athletics • Dance • First Aid and Sports Injuries • Fitness • Games and Sports Applications I • Games and Sports Applications II • Gymnastics 	<ul style="list-style-type: none"> • Healthy Lifestyle • Individual Games and Sports Applications • Outdoor Recreation • Resistance Training • Social Perspectives of Games and Sports • Sports Administration • Sports Coaching and Training
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<p>Particular Course Requirements Heavy practical component, students need to be prepared to engage in regular physical activity and sport.</p>			
<p>Assessment: No External Examination There is a balance between the assessment of:</p> <ul style="list-style-type: none"> • Knowledge and understanding outcomes and course content, and • Skills outcomes and content. 			
COMPONENT	WEIGHTING		
Knowledge and	50		
Practical Skills	50		
	100		

Visual Design

Content Endorsed Course 1
Unit or 2 Unit Course

Exclusions: Products developed in this course cannot be used as a major design project in Design and Technology or a body of work in Visual Arts.

Designed images and objects can communicate ideas about ourselves and our world. They use visual conventions to define and build social identity. They have utilitarian functions and may have aesthetic and spiritual dimensions.

This Visual Design course encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

The course enables students to:

- Understand the nature of visual design and the ways in which designed images are created, categorised, interpreted, valued and used in our society.
- Develop understandings and skills required to design and make works which fulfil a range of functions using techniques such as digital imagery, scanning and manipulation, computer generated imagery and principles of design and layout.
- Understand and value the contribution which designers make to our society.
- Know the practices used by designers and the career options available in these fields.

Work Studies

Content Endorsed Course 1 Unit or 2 Unit Course	Exclusions: Nil.
<p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.</p> <p>This course in Work Studies will assist students:</p> <ul style="list-style-type: none">• To recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities;• To develop an understanding of the changing nature of work organization and the implications for individuals and society;• To undertake an extended work placement to allow for the development of specific job- related skills;• To acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas;• To develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. <p>Note: <i>The majority of students undertaking this course secure employment before the end of Year 12.</i></p>	
<p>The course has two core studies, and elective course modules.</p> <p>Core 1 – Work and change</p> <p>Core 2 – Experiencing work</p> <p>Modules There are 12 elective modules which expand on the issues introduced in the core. Modules are studies for either 15 or 30 hours.</p>	
<p>Modules studied include:</p> <ul style="list-style-type: none">• Interview Skills• Jobs for the Future• First Aid• Work Experience <p>Students undertake a period of work placement during the course.</p> <p>Students also gain industry accreditation regarding Occupational Health and Safety and Senior First Aid qualifications.</p>	

Philosophy – Year 11 year only

School Developed Board Endorsed Course 1 Unit for the Year 11 Course only	Exclusions: Nil. This course is not offered as a Year 12 Course
Course Description: This is a Year 11 1 –Unit NESA endorsed course The course aims to develop students’ understanding of themselves in their world. It confronts students with authentic ethical, social and political dilemmas. The course explicitly teaches the skills of critical thinking, logic, reasoning, and thesis construction.	
Main Topics Covered: There are four modules: Module 1 - Logic: the study of reasoning, logic and how to construct valid arguments. Module 2 – Epistemology: the nature of knowledge, its acquisition, justification and application. Module 3 - Metaphysics: the nature of existence, or what is ultimately real. Module 4 – Ethics: ideas and theories in the philosophical study of morality.	
Assessment:	
	Weighting
Communities of Inquiry	30
Extended essay	40
Examination	30
TOTAL	100%