

# Pennant Hills High School



## SENIOR CURRICULUM COURSE SELECTION HANDBOOK

**Year 11 Course 2023**  
**Year 12 HSC Course 2024**



## 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 courses, 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 course 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 courses 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.

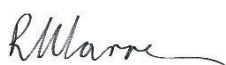
It is important that students prepare at school for an occupational future. It is also important that students receive the type of broad educational base from which a variety of occupational choices may stem. It is essential that students have the best possible preparation for taking part in a society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

All students are strongly advised to consider not only their needs and interests in selecting courses but their ability to handle each particular course 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 courses are available including Vocational Education and training courses (VET) which may give a student a head start into a chosen career.

Students should choose courses 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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# Course Selection Timeline

## TERM 3 2022

### 20 July – Course Information Evening and course selection forms open

The Course Selection Information Evening will take place in the MPC at 7.00pm as part of the Year 10 Parent Teacher Evening. Course areas will have stalls where students can discuss options and speak to expert teachers.

Parents/caregivers can access the Course Selection Hub through the *Learning at our school* tab on the school's website. It provides a series of information videos and course specific information outlines. The Principal and experienced staff will address parents, caregivers and students about HSC requirements, course selection and pathway options available for 2023 through these resources. Parents and caregivers are welcome to email the school for answers to more individual course questions.

### 21 July – Online course selection form goes live

Students can enter their selections using their unique webcode.

### 25 July – 5 August – 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.

### 8 August – Course selection forms close

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

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 courses for 2023

Students receive their choices for 2023. Course choices may contain reserve preferences.

## General information

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

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 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) courses.

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 must study at least one of Ancient or Modern History to undertake the History Extension course.
- Students studying Industrial Technology (Timber & Engineering Studies) are not permitted to study the TAFE delivered courses relating to Timber & 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 course are not to be used either in full or in part for assessment in any other course.

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 1 or 2 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).

The NSW Education Standards Authority (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:

- 2. Board Developed Courses** are the large number of courses set and examined by NESA that also contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).
- 3. Board Endorsed Courses** have syllabuses endorsed by NESA 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.
- 4. 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 examination so, if you choose to sit the examination, your results may also contribute to the calculation of your ATAR. Some VET courses require a minimum number of hours in a workplace.

## 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

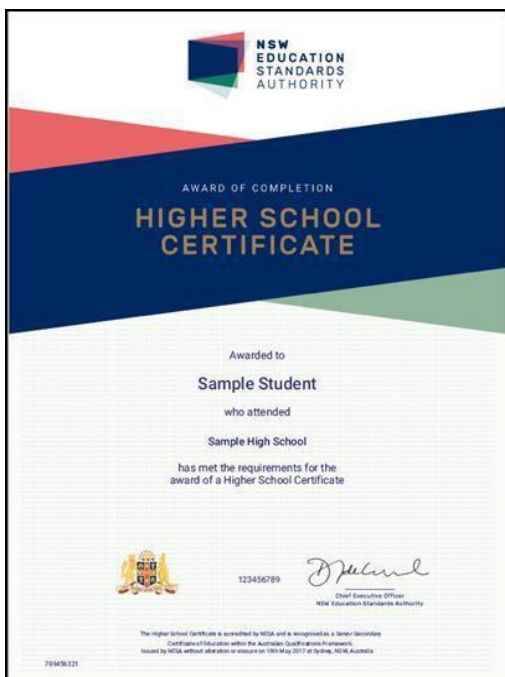
The HSC will provide detailed descriptions of the knowledge, skills and understanding attained. A performance scale will be used to describe levels of achievement.

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 |
|--------------------------------|---|-----------------------------------|-----------------|----------|------------------|
| <b>Board Developed Courses</b> |   |                                   |                 |          |                  |
| 2016                           | English (Advantage-B) (2 unit)              | 66/100                            | 68/100          | 68       | 3                |
|                                | Hospitality (2 unit)                        | Refer to Vocational documentation |                 |          |                  |
|                                | Hospitality Examination (Food and Beverage) | 83/100                            | N/A             | 83       | 5                |
|                                | Mathematics General 2 (2 unit)              | 63/100                            | 62/100          | 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: B235882  
 Issued by NESA without alteration or measure on 18 May 2017 at Sydney, NSW, Australia.

Chief Executive Officer  
 NSW Education Standards Authority



# Courses available at Pennant Hills High School for 2023

## HSC Board Developed Courses

| <b>Year 11 &amp; HSC Courses (2 Unit)</b>                          | <b>Year 11 Extension Courses (1 Unit)</b>                      | <b>HSC Extension Courses (1 Unit)</b>                      |
|--|--|--|
| Aboriginal Studies   |  |  |
| Agriculture  |  |  |
| Ancient History  |  | HSC Ancient History Extension                              |
| Biology  |  |  |
| Business Studies   |  |  |
| Chemistry  |  |  |
| Chinese Beginners & Continuers                                     |  |  |
| Community and Family Studies                                       |  |  |
| Dance  |  |  |
| Drama  |  |  |
| Economics  |  |  |
| Engineering Studies  |  |  |
| English Advanced   | English Extension (only after interview with Head Teacher)     | HSC English Extension 1<br>HSC English Extension 2         |
| English Standard   |  |  |
| English Studies  |  |  |
| English EAL/D (Eligibility rules apply)                            |  |  |
| Food Technology  |  |  |
| French Beginners   |  |  |
| Geography  |  |  |
| Hospitality  |  |  |
| Industrial Technology  |  |  |
| Information Processes & Technology                                 |  |  |
| Japanese Beginners & Japanese Continuers (Eligibility rules apply) |  |  |
| Legal Studies  |  |  |
| Mathematics Advanced   | Mathematics Extension (only after interview with Head Teacher) | HSC Mathematics Extension 1<br>HSC Mathematics Extension 2 |
| Mathematics Standard 1 (HSC)<br>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                                    |  |  |
| Textiles and Design  |  |  |
| Visual Arts  |  |  |

## Board Endorsed Courses

### Board Endorsed Courses

| COURSE                                 |        | PRELIMINARY YEAR | HSC YEAR    |
|--|--------|------------------|-------------|
| Photography, Video and Digital Imaging | 2 Unit | YES              | 2 Unit only |
| Sport, Lifestyle & Recreation          | 2 Unit | YES              | 2 Unit only |
| Visual Design                          | 2 Unit | YES              | 2 Unit only |

### Vocational Education & Training Courses

| COURSE      |        | PRELIMINARY YEAR | HSC YEAR |
|-------------|--------|------------------|----------|
| Hospitality | 2 Unit | YES              | YES      |

### Student Interviews

The Careers Adviser will interview all Year 10 students in Term 3 Weeks 2 and 3. 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.

## Course changes

If a student in 2023 commences Year 11 study and realises that he/she has not chosen wisely, course changes are permitted as long as:

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

The school will advise students when and if the change may be made. **After Term 1 Week 5, 2023 no further changes will be made.**

## **HSC: All My Own Work (AMOW)**

*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

Students at Pennant Hills High School will complete the *HSC: All My Own Work* during the course of Year 10.

## **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).

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>

## Course 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.



## Aboriginal Studies

|  |                  |   |   |
|--|------------------|---|---|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   |                  | <b>Exclusions:</b> Nil  |   |
| <p><b>Course Description:</b></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><b>knowledge and understanding</b> about:</p> <ul style="list-style-type: none"> <li>• social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples</li> <li>• the diversity of contemporary Aboriginal cultural, political, social and economic life</li> <li>• government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples</li> </ul> <p><b>skills</b> to:</p> <ul style="list-style-type: none"> <li>• investigate issues and communicate information from a variety of perspectives and</li> <li>• develop informed and responsible <b>values and attitudes</b> about: <ul style="list-style-type: none"> <li>– social justice</li> <li>– intercultural understandings</li> <li>– empathy with Aboriginal peoples' experiences and views</li> <li>– ethical research practices</li> </ul> </li> </ul> |                  |   |   |
| <p><b>Main Topics Covered:</b></p> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Aboriginality and the Land</li> <li>• Heritage and Identity</li> <li>• International Indigenous Community: Comparative Study</li> <li>• Research and Inquiry Methods: Local Community Case Study</li> </ul>  |                  | <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Social Justice and Human Rights Issues</li> <li>• Aboriginality and the Land</li> <li>• Heritage and Identity</li> <li>• Research and Inquiry Methods – Major Project</li> </ul>   |   |
| <b>Particular Course Requirements:</b> No special requirements   |                  |   |   |
| <b>Assessment: Year 12 Course only</b>   |                  |   |   |
| <b>External Assessment</b>   | <b>Weighting</b> | <b>Internal Assessment</b>  | <b>Weighting</b>                        |
| A three hour written examination   | 100              | <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Investigating, analysis, synthesis and evaluation of information</li> <li>• Research and inquiry methods, including aspects of the Major Project</li> <li>• Communication in appropriate forms</li> </ul> | <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  | <b>Exclusions:</b> Nil |   |                  |
| <b>Course Description:</b>  |                        |   |                  |
| <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> |                        |   |                  |
| <b>Main Topics Covered:</b>   |                        |   |                  |
| <b>Year 11 Course</b>   |                        |   |                  |
| <ul style="list-style-type: none"> <li>• Overview (15%)</li> <li>• Farm case study (25%)</li> <li>• Plant production (30%)</li> <li>• Animal production (30%)</li> </ul>  |                        |   |                  |
| <b>Year 12 Course</b>   |                        |   |                  |
| <b>Core Topics (80%)</b>  |                        |   |                  |
| <ul style="list-style-type: none"> <li>• Plant/Animal production (50%)</li> <li>• Farm/Product study (30%)</li> </ul>   |                        |   |                  |
| <b>One Elective (20%)</b>   |                        |   |                  |
| <ul style="list-style-type: none"> <li>• Agri-food, Fibre and Fuel Technologies</li> <li>• Climate Challenge</li> <li>• Farming for the 21st Century</li> </ul>   |                        |   |                  |
| <b>Particular Course Requirements:</b>  |                        |   |                  |
| Practical experiences should occupy a minimum of 30% of both Year 11 and Year 12 course   |                        |   |                  |
| <b>Assessment: Year 12 course only</b>  |                        |   |                  |
| <b>External Assessment</b>  | <b>Weighting</b>       | <b>Internal Assessment</b>                                      | <b>Weighting</b> |
| A three hour written examination  |                        | Knowledge, understanding and skills                             | 80               |
| <b>Core (80 marks)</b>  |                        |   |                  |
| Part A - objective response questions   | 20                     |   |                  |
| Part B - short-answer questions   | 60                     | Skills in effective research, experimentation and communication | 20               |
| <b>Electives (20 marks)</b>   |                        |   |                  |
| 1 short question  | 8                      |   |                  |
| 1 extended response question  | 12                     |   |                  |
|   | 100                    |   | 100              |

## Ancient History

|  |                    |  |                                  |
|--|--------------------|--|----------------------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   |                    | <b>Exclusions:</b> Nil   |                                  |
| <p><b>Course Description:</b><br/>           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><b>Main Topics covered:</b></p> <p><b>Year 11 Course</b> includes:</p> <ul style="list-style-type: none"> <li>• Investigating Ancient History: The Nature of Ancient History 30 hours</li> <li>• Features of Ancient Societies</li> <li>• Historical Investigation</li> </ul> <p><b>Year 12 Course:</b></p> <ul style="list-style-type: none"> <li>• Core Study: Cities of Vesuvius – Pompeii and Herculaneum</li> <li>• Ancient Societies topic</li> <li>• Personalities in their Times</li> <li>• Historical Periods</li> </ul>   |                    |  |                                  |
| <p><b>Particular course requirement:</b> The Year 11 course is a prerequisite for the HSC course</p>   |                    |  |                                  |
| <p><b>Assessment: Year 12 Course only</b></p>  |                    |  |                                  |
| <b>External Assessment:</b>  | <b>Weighting %</b> | <b>Internal Assessment:</b>  | <b>Weighting %</b>               |
| A three hour written examination   |                    | Knowledge and understanding of course content<br><br>Historical skills in the analysis and evaluation of sources, interpretations<br><br>Historical inquiry and research<br><br>Communication of historical understanding in appropriate forms | 40<br><br>20<br><br>20<br><br>20 |
|  | 100                |  | 100                              |

## Biology

|  |   |  |                    |
|--|---|--|--------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   | <b>Exclusions:</b> Nil<br>A total of 6 units of Science in Year 11 a total of 7 units of Science in Year 12 |  |                    |
| <b>Course Description:</b>   |   |  |                    |
| <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> |   |  |                    |
| <b>Year 11 course</b>  |   | <b>Year 12 course</b>  |                    |
| <ul style="list-style-type: none"> <li>• Skills in Working Scientifically</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Skills in Working Scientifically</li> </ul>   |                    |
| <b>Modules covered:</b>  |   | <b>Modules covered:</b>  |                    |
| <ul style="list-style-type: none"> <li>• Cells as the Basis of Life</li> <li>• Organisation of Living Things</li> <li>• Biological Diversity</li> <li>• Ecosystem Dynamics</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Heredity</li> <li>• Genetic Change</li> <li>• Infectious Disease</li> <li>• Non-infectious Disease and Disorders</li> </ul> |                    |
| <b>Depth Studies: Year 11 and Year 12 - <i>What are Depth Studies?</i></b>   |   |  |                    |
| <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>  |   |  |                    |
| <b>Requirements for Depth Studies</b>  |   |  |                    |
| <ul style="list-style-type: none"> <li>• A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.</li> <li>• At least one depth study must be included in both Year 11 and Year 12.</li> </ul>   |   |  |                    |
| <b>Requirements for Practical Investigations:</b>  |   |  |                    |
| <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>   |   |  |                    |
| <b>Assessment: Year 12 Course only</b>   |   |  |                    |
| <b>External Assessment</b>   | <b>Weighting %</b>  | <b>Internal Assessment</b>   | <b>Weighting %</b> |
| 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  | <b>Exclusions:</b> Nil   |                          |
| <p><b>Course Description:</b><br/>           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><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Nature of Business</li> <li>• Business Management</li> <li>• Business Planning</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Operations</li> <li>• Marketing</li> <li>• Finance</li> <li>• Human Resources</li> </ul>   |  |                          |
| <b>Particular Course Requirements:</b> No special requirements  |  |                          |
| <b>Assessment: Year 12 Course only</b>  |  |                          |
| <b>External Assessment</b>  | <b>Internal Assessment</b>   | <b>Weighting</b>         |
| A written examination of three hours  | <ul style="list-style-type: none"> <li>• Knowledge and understanding of the course content</li> <li>• Stimulus-based skills</li> <li>• Inquiry and research</li> <li>• Communication of business information, ideas and issues in appropriate forms</li> </ul> | 40<br><br>20<br>20<br>20 |
| 100   |  | 100                      |

## Chemistry

|   |                    |  |                    |
|---|--------------------|--|--------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course  |                    | <b>Exclusions:</b> Nil<br>A total of 6 units of Science in Year 11 a total of 7 units of Science in Year 12  |                    |
| <b>Course Description:</b>  |                    |  |                    |
| <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> |                    |  |                    |
| <b>Year 11 course</b> <ul style="list-style-type: none"> <li>• Skills in Working Scientifically</li> </ul> <b>Modules covered:</b> <ul style="list-style-type: none"> <li>• Properties and Structure of Matter</li> <li>• Introduction to Quantitative Chemistry</li> <li>• Reactive Chemistry</li> <li>• Drivers of Reactions</li> </ul>   |                    | <b>Year 12 course</b> <ul style="list-style-type: none"> <li>• Skills in Working Scientifically</li> </ul> <b>Modules covered:</b> <ul style="list-style-type: none"> <li>• Equilibrium and Acid Reactions</li> <li>• Acid/base Reactions</li> <li>• Organic Chemistry</li> <li>• Applying Chemical Ideas</li> </ul> |                    |
| <b>Requirements for Depth Studies</b> <ul style="list-style-type: none"> <li>• A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.</li> <li>• At least one depth study must be included in both Year 11 and Year 12.</li> <li>• The two Working Scientifically outcomes of Questioning and Predicting and Communicating must be addressed in both Year 11 and Year 12.</li> </ul> <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>  |                    |  |                    |
| <b>Particular Course Requirements:</b> <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>   |                    |  |                    |
| <b>Assessment: HSC Course only</b>  |                    |  |                    |
| <b>External Assessment</b>  | <b>Weighting %</b> | <b>Internal Assessment</b>   | <b>Weighting %</b> |
| A three hour written examination:   |                    | Skills in working scientifically<br>Knowledge & Understanding  | 40<br><br>60       |
|   | 100                |  | 100                |

## Chinese Beginners

|   |  |                            |                    |
|---|--|----------------------------|--------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course  | <b>Exclusions:</b> Chinese and Literature; Chinese Continuers; Chinese in Context Other <a href="#">eligibility rules apply</a> to the study of this course. Check with your teacher or NESA's ACE Manual. |                            |                    |
| <b>Course Description:</b>  |  |                            |                    |
| 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.   |  |                            |                    |
| <b>Main Topics and Themes Covered:</b>  |  |                            |                    |
| The Personal World<br>The Chinese-speaking Communities  |  |                            |                    |
| <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul> |  |                            |                    |
| <b>Particular Course Requirements:</b> All themes listed in the syllabus must be studied for the HSC.   |  |                            |                    |
| <b>Assessment: Year 12 Course Only</b>  |  |                            |                    |
| <b>External Assessment</b>  | <b>Weighting %</b>   | <b>Internal Assessment</b> | <b>Weighting %</b> |
| Listening   | 30   | Listening                  | 30                 |
| Reading   | 30   | Reading                    | 30                 |
| Writing   | 20   | Writing                    | 20                 |
| Speaking  | 20   | Speaking                   | 20                 |
|   | 100  |                            | 100                |

## Chinese Continuers

|   |   |                                   |                         |
|---|---|-----------------------------------|-------------------------|
| <p>2 Units for each Year 11 and Year 12 Board Developed Course</p>  | <p><b>Exclusions:</b> Chinese Beginners; Chinese Background Speakers.<br/>Other <a href="#">eligibility rules apply</a> to the study of this course. Check with your teacher or NESA's ACE Manual</p>   |                                   |                         |
| <p><b>Course Description:</b></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 Chinese 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 Chinese-speaking communities through the study of a range of texts.</p> |   |                                   |                         |
| <p><b>Prescribed Themes</b></p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• The Chinese-speaking communities</li> <li>• The changing world</li> </ul>  | <p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Education and aspirations</li> <li>• Recreation and leisure</li> <li>• Travel experiences</li> <li>• History and culture</li> <li>• Lifestyles</li> <li>• Youth issues</li> <li>• The world of work</li> <li>• Tourism and hospitality</li> </ul> |                                   |                         |
| <p><b>Particular Course Requirements:</b><br/>All themes listed in the syllabus must be studied for the Year 12 Course</p>  |   |                                   |                         |
| <p><b>Assessment: Year 12 Course only</b></p>   |   |                                   |                         |
| <p><b>Internal Assessment</b></p>   | <p><b>Weighting</b></p>   | <p><b>External Assessment</b></p> | <p><b>Weighting</b></p> |
| <p>Speaking</p>   | <p>20</p>   | <p>Oral examination</p>           | <p>20</p>               |
| <p>Listening</p>  | <p>30</p>   | <p>Listening</p>                  | <p>30</p>               |
| <p>Reading</p>  | <p>30</p>   | <p>Reading</p>                    | <p>30</p>               |
| <p>Writing</p>  | <p>20</p>   | <p>Writing</p>                    | <p>20</p>               |
|   | <p>100</p>  |                                   | <p>100</p>              |

## Community and Family Studies

|   |                  |                            |                  |
|---|------------------|----------------------------|------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course  |                  | Exclusions: Nil            |                  |
| <b>Course description</b>   |                  |                            |                  |
| As students develop into young adults they are faced by challenges of increasing complexity and there is a range of strong influences on the decisions they make. Schools complement the role of families and other social groups by helping students to make informed decisions and to take responsible action in all aspects of their lives. This includes preparing students for vocational options and acting to enhance the wellbeing of themselves and others. To this end, Community and Family Studies develops students' knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.  |                  |                            |                  |
| <b>Main Topics Covered</b>  |                  |                            |                  |
| Year 11 Core Topics   |                  |                            |                  |
| <ul style="list-style-type: none"> <li>• <b>Resource management (20%)</b> This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing.</li> <li>• <b>Individuals and Groups (40%)</b> Students explore the various roles individuals adopt within groups in order to establish an environment where goal achievement is enhanced and the wellbeing of individuals and groups is promoted.</li> <li>• <b>Families and Communities (40 %)</b> The module requires students to examine how constant change challenges families and communities, and that both informal and formal support available can assist them to manage the change effectively.</li> </ul> |                  |                            |                  |
| Year 12 Cores   |                  |                            |                  |
| <ul style="list-style-type: none"> <li>• <b>Research Methodology (25%)</b> This module builds upon introductory research opportunities integrated throughout the Preliminary course.</li> <li>• <b>Groups in Context (25%)</b> Students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.</li> <li>• <b>Parenting and Caring (25%)</b> students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant.</li> </ul>   |                  |                            |                  |
| Year 12 Options   |                  |                            |                  |
| <ul style="list-style-type: none"> <li>• <b>Family and Societal Interactions (25%)</b> Changes in legal and social systems affect individuals in their family life.</li> <li>• Social Impact of Technology</li> </ul>   |                  |                            |                  |
| Individuals and Work  |                  |                            |                  |
| <b>Particular Course Requirements</b>   |                  |                            |                  |
| During Year 12, students are required to complete an Independent Research Project relating to course content.   |                  |                            |                  |
| <b>Assessment: Year 12 Course Only</b>  |                  |                            |                  |
| <b>External Examination</b>   | <b>Weighting</b> | <b>Internal Assessment</b> | <b>Weighting</b> |
| A three hour written examination:   | 100              | <b>Core</b>                |                  |
|   |                  | Research Methodology       | 25               |
|   |                  | Groups in Context          | 25               |
|   |                  | Parenting and Caring       | 25               |
|   |                  | <b>Options</b>             |                  |
| Families and Societal Interactions  | 25               |                            |                  |
|   | 100              |                            | 100              |

## Dance

|  |                  |   |                                 |
|--|------------------|---|---------------------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   |                  | <b>Exclusions:</b> Nil  |                                 |
| <b>Course Description</b>  |                  |   |                                 |
| The Dance Stage 6 course equips students with life skills while also providing continuity with many tertiary and industry courses. Students who study the Dance Stage 6 course acquire skills and knowledge that give them access to professional employment in dance, the performing arts and the entertainment and leisure industries. |                  |   |                                 |
| <b>Main Topics Covered:</b>  |                  |   |                                 |
| <b>Year 11 Course</b>  |                  |   |                                 |
| Core Performance: Developing safe dance technique to perform a range of different dance genres (Indicative course time: 40%)   |                  |   |                                 |
| Core Composition: Creating and teaching their own dances suitable for someone else. (Indicative course time: 20%)  |                  |   |                                 |
| Core Appreciation: Analysing and interpreting historical dance works. (Indicative course time: 20%)  |                  |   |                                 |
| Core Addition: to be allocated by the teacher to suit the specific circumstances and context of the class (Indicative course time: 20%)  |                  |   |                                 |
| <b>Year 12 Course</b>  |                  |   |                                 |
| Core Performance: Development of individual technical proficiency in modern/contemporary dance. (Indicative course time: 20%)  |                  |   |                                 |
| Core Composition: Understanding the elements of composition and use them to create your own dance works. (Indicative course time: 20%)   |                  |   |                                 |
| Core Appreciation: Appreciation requires you to observe and critically analyse work from famous artists/choreographers as well as your own and your peers. (Indicative course time: 20%)   |                  |   |                                 |
| <b>Year 12 Major Study Options</b> (Select one of the following. Indicative course time: 40%)  |                  |   |                                 |
| <ul style="list-style-type: none"> <li>• Major Study Performance</li> <li>• Major Study Composition</li> <li>• Major Study Appreciation</li> <li>• Major Study Dance and Technology</li> </ul>   |                  |   |                                 |
| <b>Particular Course Requirements:</b>   |                  |   |                                 |
| During Year 12, students are required to complete one major work to be submitted towards the end of year 12.   |                  |   |                                 |
| <b>Assessment: Year 12 Course only</b>   |                  |   |                                 |
| <b>External Examination</b>  | <b>Weighting</b> | <b>Internal Assessment</b>  | <b>Weighting</b>                |
| <ul style="list-style-type: none"> <li>• A one hour written examination</li> <li>• Major Work</li> </ul>   | 100              | <b>Core</b><br>Core Performance<br>Core Composition<br>Core Appreciation<br><br><b>Major work</b> | 25<br>25<br>25<br><br><b>25</b> |
|  | 100              |   | 100                             |

## Drama

|  |                        |   |                  |
|--|------------------------|---|------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   | <b>Exclusions:</b> Nil |   |                  |
| <b>Course Description:</b>   |                        |   |                  |
| <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><b>Year 11 Course</b> 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><b>Year 12 Course</b> 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> |                        |   |                  |
| <b>Main Topics Covered:</b>  |                        |   |                  |
| <p><b>Year 11 Course</b> Improvisation, Play building, Acting: Elements of Production in Performance and Theatrical Traditions and Performance Styles.</p> <p><b>Year 12 Course</b> Australian Drama and Theatre (Core content); Studies in Drama and Theatre; Group Performance (Core content) and Individual Project.</p>  |                        |   |                  |
| <b>Particular Course Requirements:</b>   |                        |   |                  |
| <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. 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>   |                        |   |                  |
| <b>Assessment Year 12 Course only:</b>   |                        |   |                  |
| <b>External Assessment</b>   | <b>Weighting</b>       | <b>Internal Assessment</b>  | <b>Weighting</b> |
| Group Presentation (Core)  | 30                     | <ul style="list-style-type: none"> <li>• Australian Drama and Theatre</li> </ul>      | 30               |
| Individual Project   | 30                     | <ul style="list-style-type: none"> <li>• Studies in Drama and Theatre</li> </ul>      | 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"> <li>• Development of Group Performance</li> </ul>  | 20               |
| Studies in Drama and Theatre   |                        | <ul style="list-style-type: none"> <li>• Development of Individual Project</li> </ul> | 20               |
|  | 100                    |   | 100              |

## Economics

|  |                  |  |   |
|--|------------------|--|---|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   |                  | <b>Exclusions:</b> Nil   |   |
| <p><b>Course Description:</b></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"> <li>• share, finance or commodities and markets</li> <li>• business</li> <li>• economic forecasting</li> <li>• banking</li> <li>• insurance</li> <li>• tourism</li> <li>• resource management</li> <li>• property development management</li> <li>• government</li> <li>• environmental management</li> <li>• town planning</li> <li>• foreign affairs or economic policy development</li> </ul> |                  |  |   |
| <p><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• Consumers and business</li> <li>• Markets</li> <li>• Labour markets</li> <li>• Financial markets</li> <li>• Government in the economy</li> </ul>   |                  | <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• The global economy</li> <li>• Australia's place in the global economy</li> <li>• Economic issues</li> <li>• Economic policies and management</li> </ul>                                  |   |
| <b>Particular Course Requirements:</b> No special requirements   |                  |  |   |
| <b>Assessment: Year 12 Course only</b>   |                  |  |   |
| <b>External Assessment</b>   | <b>Weighting</b> | <b>Internal Assessment</b>   | <b>Weighting</b>                        |
| A three hour written examination   | 100              | <ul style="list-style-type: none"> <li>• Knowledge and understanding of the course content</li> <li>• Stimulus-based skills</li> <li>• Inquiry and research</li> <li>• Communication of economic information, ideas and issues in appropriate forms</li> </ul> | <p>40</p> <p>20</p> <p>20</p> <p>20</p> |
|  | 100              |  | 100                                     |



## Engineering Studies

|   |                  |   |                  |
|---|------------------|---|------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course  |                  | <b>Exclusions:</b> Nil  |                  |
| <b>Course Description:</b>  |                  |   |                  |
| 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. |                  |   |                  |
| <b>Main Topics Covered:</b>   |                  |   |                  |
| <b>Year 11 Course</b>   |                  |   |                  |
| Students undertake the study and develop an engineering report for each of 4 modules:   |                  |   |                  |
| <ul style="list-style-type: none"> <li>• Engineering fundamentals</li> <li>• Engineered products</li> <li>• Braking systems</li> <li>• Biomedical engineering</li> </ul>  |                  |   |                  |
| <b>Year 12 Course</b>   |                  |   |                  |
| Students undertake the study and develop an engineering report for each of 4 modules:   |                  |   |                  |
| <ul style="list-style-type: none"> <li>• Civil Structures</li> <li>• Personal and Public Transport</li> <li>• Aeronautical Engineering</li> <li>• Telecommunications Engineering</li> </ul>   |                  |   |                  |
| <b>Particular Course Requirements:</b>  |                  |   |                  |
| Engineering reports must allocate 20% of the total school-based assessment (Year 12)  |                  |   |                  |
| <b>Assessment: Year 12 Course only</b>  |                  |   |                  |
| <b>External Assessment</b>  | <b>Weighting</b> | <b>Internal Assessment</b>  | <b>Weighting</b> |
| 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              |

## English Advanced

|   |   |
|---|---|
| 2 Units for both Year 11 and Year 12  | <b>Exclusions:</b> English Standard; EAL/D  |
| <p><b>Course Description:</b></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><b>Main Topics Covered:</b></p> <p>Year 11: The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Year 12: The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> |   |
| <p><b>Particular Course Requirements:</b></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 <b>or</b> drama. The remaining text may be film <b>or</b> media <b>or</b> a nonfiction text <b>or</b> 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>  |   |
| <b>Assessment: (Year 12 course only)</b>  |   |
| <b>External Assessment</b>  | <b>Internal Assessment</b>  |
| <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"> <li>• one a formal written exam with a maximum weighting of 30%</li> <li>• one task focused on <i>Module C</i> with a minimum weighting of 25%</li> <li>• one task a multimodal presentation</li> <li>• assessment of the Common Module to integrate student selected related material.</li> </ul> |

## English Extension

|  |   |  |                  |
|--|---|--|------------------|
| Year 11 English Extension 1;<br>Year 12 English Extension 1 and Extension 2  | <b>Prerequisites:</b> English (Advanced)<br>Year 11 English Extension 1 is a prerequisite for Year 12 English Extension 1 and 2.<br><b>Exclusions:</b> English Standard; English EAL/D; English Studies   |  |                  |
| <b>Course Description:</b><br>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.<br>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.<br>In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.<br>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.  |   |  |                  |
| <b>Main Topics Covered:</b><br><b>Year 11</b><br>The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.<br><br><b>Year 12</b><br>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.   |   |  |                  |
| <b>Particular Course Requirements:</b><br><b>Year 11</b> - 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.<br><b>Year 12</b> - In the English Extension 1 course students are required to study: <ul style="list-style-type: none"> <li>- at least <b>three</b> 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)</li> <li>- at least TWO related texts.</li> </ul> <b>In the English Extension 2 course students are required to:</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> |   |  |                  |
| <b>Assessment: Year 12 Extension 1</b>   |   |  |                  |
| <b>External Assessment</b>   | <b>Internal Assessment</b>  |  |                  |
| HSC two-hour examination   | Three assessment tasks: <ul style="list-style-type: none"> <li>• one task may be a formal written examination</li> <li>• one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.</li> </ul> |  |                  |
| <b>Assessment: Year 12 Extension 2</b>   |   |  |                  |
| <b>External Assessment</b>   | <b>Weighting</b>  | <b>Internal Assessment</b>                 | <b>Weighting</b> |
| Submission of Major Work and accompanying reflection statement   | 50  | Viva Voce<br>Literature Review<br>Critique | 15<br>20<br>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><b>Exclusions:</b> English (Standard), English (Advanced) Course, English (Extension). <a href="#">Eligibility rules apply</a>. Check with your teacher.</p>   |
| <p><b>Course Description:</b></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><b>Main Topics Covered:</b></p> <p><b>Year 11 Course –</b></p> <ul style="list-style-type: none"> <li>• 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>.</li> </ul> <p><b>Year 12 Course –</b></p> <ul style="list-style-type: none"> <li>• Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> <li>• 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</li> </ul>   |   |
| <p><b>Particular Course Requirements:</b></p> <p>Across the English EAL/D Stage 6 Course students are required to study:</p> <ul style="list-style-type: none"> <li>▪ a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ texts with a wide range of cultural, social and gender perspectives.</li> </ul>  |   |
| <p><b>Assessment: (Year 12 course only)</b></p>   |   |
| <p><b>External Assessment</b></p>   | <p><b>Internal Assessment</b></p>   |
| <p>Paper 1: 90 minutes exam</p><br><p>Paper 2: 1 hour exam</p><br><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"> <li>• one a formal written exam with a maximum weighting of 30%</li> <li>• one task focused on <i>Module D</i> with a minimum weighting of 25%</li> <li>• one task a multimodal presentation</li> <li>• assessment of the Common Module to integrate student selected related material.</li> </ul> |

## English Standard

|   |  |
|---|--|
| 2 Units for both Year 11 and Year 12.   | <b>Exclusions:</b> English Advanced; English EAL/D; Extension; English Studies   |
| <p><b>Course Description:</b></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><b>Main Topics Covered:</b></p> <p><b>Year 11:</b> The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Year 12:</b> The course has two sections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>  |  |
| <p><b>Year 11:</b> Students are required to study:</p> <ul style="list-style-type: none"> <li>- one complex multimodal or digital text in Module A (this may include the study of film)</li> <li>- 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</li> <li>- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>- a wide range of additional related texts and textual forms.</li> </ul> <p><b>Year 12:</b> Students are required to study:</p> <ul style="list-style-type: none"> <li>- one complex multimodal or digital text in Module A (this may include the study of film)</li> <li>- 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</li> <li>- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>- a wide range of additional related texts and textual forms.</li> </ul> |  |
| <b>Assessment: (Year 12 course only)</b>  |  |
| <b>External</b>   | <b>Internal assessment</b>   |
| Paper 1: 90 minutes   | <p>The Year 12 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> <li>• a maximum of four assessment tasks</li> <li>• one task is a formal written examination with a maximum weighting of 30%</li> <li>• one task must focus on <i>Module C</i> with a minimum weighting of 25%</li> <li>• one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</li> <li>• assessment of student-selected related material in the common module.</li> </ul> |
| Paper 2: 2 hours  |  |

## English Studies

|  |   |
|--|---|
| 2 units for Year 11 and Year 12.<br>Content Endorsed Course  | <b>Exclusions:</b> English (Standard); English (Advanced); English (ESL); English (Extension) |
| <b>Course Entry Guidelines</b> <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"><li>• English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.</li><li>• 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.</li><li>• Students choosing not to sit for the English Studies HSC exam will still be eligible for the HSC.</li></ul>  |   |
| <b>Course Description</b> <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>  |   |
| <b>Main Topics Covered:</b> <p>For the <b>Year 11 English Studies</b> course students:</p> <ul style="list-style-type: none"><li>- study the mandatory module, Achieving through English: English in education, work and community</li><li>- complete the mandatory module, Achieving Through English, as the first unit of work</li><li>- 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</li></ul> <p>For the <b>Year 12 English Studies</b> course students complete:</p> <ul style="list-style-type: none"><li>- the Year 11 course as a prerequisite</li><li>- the mandatory common module – Texts and human experiences as the first unit of work.</li><li>- 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</li></ul> |   |
| <b>Particular Course Requirements:</b> <p>In <b>Year 11 and Year 12</b> students are required to:</p> <ul style="list-style-type: none"><li>- read, view, listen to and compose a <b>wide range of texts</b> including print and multimodal texts</li><li>- study at least one substantial print text (for example a novel, biography or drama)</li><li>- study at least one substantial multimodal text (for example film or a television series).</li></ul> <p>In <b>Year 12</b> students will <b>also</b> be required to study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.</p>   |   |
| <b>Assessment: (Year 12 Course only)</b>   |   |
| The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"><li>• a maximum of four assessment tasks</li><li>• one task may be a formal written examination with a maximum weighting of 20%</li><li>• one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%</li><li>• assessment of the Common Module must integrate teacher or student selected related material.</li></ul>   |   |

## Food Technology

|   |                  |   |                        |
|---|------------------|---|------------------------|
| 2 Units in Year 11 / 2 Units Year 12 Board Developed Course   |                  | <b>Exclusions:</b> Nil  |                        |
| <b>Course Description:</b>  |                  |   |                        |
| <p>The Year 11 course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p> |                  |   |                        |
| <b>Main Topics Covered:</b>   |                  |   |                        |
| <b>Year 11 Course</b>   |                  |   |                        |
| <ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>  |                  |   |                        |
| <b>Year 12 Course</b>   |                  |   |                        |
| <ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>   |                  |   |                        |
| <b>Course Requirements:</b>   |                  |   |                        |
| <p>There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>   |                  |   |                        |
| <b>Assessment: Year 12 Course Only</b>  |                  |   |                        |
| <b>External Examination</b>   | <b>Weighting</b> | <b>Internal Assessment</b>  | <b>Weighting</b>       |
| A three hour written examination  | 100              | <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Knowledge and skills in designing, researching, analysing and evaluating</li> <li>• Skills in experimenting with and preparing food by applying theoretical concepts</li> </ul> | 40<br><br>30<br><br>30 |
|   | 100              |   | 100                    |

## French Beginners

|   |  |                            |                  |
|---|--|----------------------------|------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course  | <b>Exclusions:</b> French Continuers<br>Other <a href="#">eligibility rules apply</a> to the study of this course. Check with your teacher or NESA's ACE Manual. |                            |                  |
| <b>Course Description:</b>  |  |                            |                  |
| <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> |  |                            |                  |
| <b>Themes Covered:</b>  |  |                            |                  |
| <ul style="list-style-type: none"> <li>• The Personal World</li> <li>• The French-speaking Communities</li> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul>  |  |                            |                  |
| <b>Particular Course Requirements:</b> All themes listed in the syllabus must be studied for the HSC.   |  |                            |                  |
| <b>Assessment: Year 12 Course Only</b>  |  |                            |                  |
| <b>External Assessment</b>  | <b>Weighting</b>   | <b>Internal Assessment</b> | <b>Weighting</b> |
| 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   | <b>Exclusions:</b> Nil |  |                  |
| <p><b>Course Description:</b></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"> <li>• Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world</li> <li>• Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet</li> <li>• Students are well prepared to explore issues as informed citizens in a changing world</li> <li>• Students of Geography develop skills and understandings transferable and applicable to the world of work.</li> </ul> |                        |  |                  |
| <p><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Biophysical Interactions <span style="float: right;">45% of course time</span></li> <li>• Global Challenges <span style="float: right;">45% of course time</span></li> <li>• The Senior Geography Project <span style="float: right;">10% of course time</span></li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Ecosystems at Risk <span style="float: right;">33% of course time</span></li> <li>• Urban Places <span style="float: right;">33% of course time</span></li> <li>• People and Economic Activity <span style="float: right;">33% of course time</span></li> </ul>  |                        |  |                  |
| <p><b>Particular Course Requirements:</b></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>   |                        |  |                  |
| <b>Assessment: Year 12 Course Only</b>   |                        |  |                  |
| <b>External Assessment</b>   | <b>Weighting</b>       | <b>Internal Assessment</b>   | <b>Weighting</b> |
| A three hour written examination   | 100                    | <ul style="list-style-type: none"> <li>• Knowledge and understanding of the course content <span style="float: right;">40</span></li> <li>• Geographical tools and skills <span style="float: right;">20</span></li> <li>• Geographical inquiry and research, including fieldwork <span style="float: right;">20</span></li> <li>• Communication of geographical information, ideas and issues in appropriate forms <span style="float: right;">20</span></li> </ul> |                  |
|  | 100                    |  | 100              |

## History Extension – (Year 12 only)

|   |  |           |
|---|--|-----------|
| 1 Unit Year 12 Board Developed Course   | <b>Exclusions:</b> Nil<br><b>Prerequisites:</b> Students must study either Ancient History or Modern History to be eligible. |           |
| <b>Course Description:</b><br><br><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>  |  |           |
| <b>Main Topics Studied:</b><br><br><p><b>Part 1: What is History? <span style="float: right;">Percentage of course time: 60%</span></b><br/>         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"> <li>• What is history?</li> <li>• What are the aims and purposes of history?</li> <li>• How has history been constructed and recorded over time?</li> <li>• Why have approaches to history changed over time?</li> <li>• Case studies.</li> </ul> <p><b>Part 11: History Project <span style="float: right;">Percentage of course time: 40%</span></b><br/>         Students develop a range of historical skills and apply these skills by designing and conducting their own historical investigation</p> |  |           |
| <b>Assessment: Year 12 Course Only</b>  |  |           |
| 2 Hour written examination  | Internal assessment  | Weighting |
|   | Knowledge and understanding of significant historiographical ideas and processes   | 20        |
|   | Skills in designing, undertaking and communicating historical inquiry – the History Project                                  | 30        |
|   |  | 50        |

## Industrial Technology (Timber)

|  |                        |                            |                  |
|--|------------------------|----------------------------|------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   | <b>Exclusions:</b> Nil |                            |                  |
| <b>Course Description:</b>   |                        |                            |                  |
| 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.  |                        |                            |                  |
| <b>Main Topics Covered:</b>  |                        |                            |                  |
| <b>Year 11 Course:</b>   |                        |                            |                  |
| The following sections are taught in relation to the relevant focus area:  |                        |                            |                  |
| <ul style="list-style-type: none"> <li>• Industry Study – structural, technical, environmental and sociological, personnel, Workplace, Health and Safety</li> <li>• Design Management – designing, drawing, computer applications</li> <li>• Communication – literacy, calculations, graphics, computer drawing (project management)</li> <li>• Industry Specific Content and Production – materials, processes, industrial processes</li> </ul>   |                        |                            |                  |
| <b>Year 12 Course</b>  |                        |                            |                  |
| 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:  |                        |                            |                  |
| <ul style="list-style-type: none"> <li>• Industry Study</li> <li>• Major Project</li> <li>• Industry Specific Content and Production</li> </ul>  |                        |                            |                  |
| 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.   |                        |                            |                  |
| <b>Particular Course Requirements:</b>   |                        |                            |                  |
| 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. |                        |                            |                  |
| <b>Assessment: Year 12 Course only</b>   |                        |                            |                  |
| <b>External Assessment</b>   | <b>Weighting</b>       | <b>Internal Assessment</b> | <b>Weighting</b> |
| 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               |
| <b><i>New criteria yet to be determined by NESAs. Internal assessments may change to reflect new NESAs requirements.</i></b>   |                        |                            |                  |
|  | 100                    |                            | 100              |

## Information Processes and Technology

|   |   |
|---|---|
| 2 Units for each of Year 11 and Year 12 Board Developed Course  | <b>Exclusions:</b> Nil  |
| <p><b>Course Description:</b></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><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Introduction to Information Skills and Systems</li> <li>• Tools for Information Processes</li> <li>• Developing Information Systems</li> <li>• Project Work</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Project Management</li> <li>• Information Systems and Databases</li> <li>• Communication Systems (Networking)</li> <li>• Option strands, the study of two information systems (Automated Manufacturing Systems and Multimedia Systems)</li> <li>• Project work</li> </ul> |   |
| <p><b>Particular Course Requirements:</b></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>   |   |
| <b>Assessment: HSC Course only</b>  |   |
| <b>External Assessment</b>  | <b>Internal Assessment</b>  |
| 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

|  |   |                            |                  |
|--|---|----------------------------|------------------|
| 2 Units for each Year 11 and HSC Board Developed Course  | <b>Exclusions:</b> Japanese Continuers; Japanese Background Speakers.<br>Other <a href="#">eligibility rules apply</a> to the study of this course. Check with your teacher or NESAs ACE Manual |                            |                  |
| <b>Course Description:</b>   |   |                            |                  |
| 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.  |   |                            |                  |
| 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.  |   |                            |                  |
| <b>Topics Covered:</b>   |   |                            |                  |
| <ul style="list-style-type: none"> <li>• The Personal World</li> <li>• The Japanese-Speaking Communities</li> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, travel and tourism</li> <li>• Future plans and aspirations</li> </ul> |   |                            |                  |
| <b>Particular Course Requirements:</b>   |   |                            |                  |
| All themes listed in the syllabus must be studied for the HSC  |   |                            |                  |
| <b>Assessment: HSC Course only</b>   |   |                            |                  |
| <b>Internal Assessment</b>   | <b>Weighting</b>  | <b>External Assessment</b> | <b>Weighting</b> |
| Speaking   | 20  | Oral examination           | 20               |
| Listening  | 30  | Listening                  | 30               |
| Reading  | 30  | Reading                    | 30               |
| Writing  | 20  | Writing in Japanese        | 20               |
|  | 100   |                            | 100              |

## Japanese Continuers

| 2 Units for each Year 11 and Year 12 Board Developed Course   | <b>Exclusions:</b> Japanese Beginners; Japanese Background Speakers.<br>Other <a href="#">eligibility rules apply</a> to the study of this course. Check with your teacher or NESAs ACE Manual   |                     |                     |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
|---|--|---------------------|---------------------|-----------|----------|----|------------------|----|-----------|----|-----------|----|---------|----|---------|----|---------|----|---------------------|----|--|-----|--|-----|--|
| <b>Course Description:</b><br><br>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.  |  |                     |                     |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| <b>Prescribed Themes</b> <ul style="list-style-type: none"> <li>• The individual</li> <li>• The Japanese-speaking communities</li> <li>• The changing world</li> </ul>  | <b>Topics Covered:</b> <ul style="list-style-type: none"> <li>• Personal world</li> <li>• Daily life</li> <li>• Leisure</li> <li>• Future plans</li> <li>• Travelling in Japan</li> <li>• Living in Japan</li> <li>• Cultural life</li> <li>• The world of work</li> <li>• Current issues</li> </ul> |                     |                     |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| <b>Particular Course Requirements:</b><br>All themes listed in the syllabus must be studied for the Year 12 Course  |  |                     |                     |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| <b>Assessment: Year 12 Course only</b>  |  |                     |                     |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Internal Assessment</th> <th style="width: 15%;">Weighting</th> <th style="width: 35%;">External Assessment</th> <th style="width: 15%;">Weighting</th> </tr> </thead> <tbody> <tr> <td>Speaking</td> <td style="text-align: center;">20</td> <td>Oral examination</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Listening</td> <td style="text-align: center;">30</td> <td>Listening</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">30</td> <td>Reading</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">20</td> <td>Writing in Japanese</td> <td style="text-align: center;">20</td> </tr> <tr> <td></td> <td style="text-align: center;">100</td> <td></td> <td style="text-align: center;">100</td> </tr> </tbody> </table> | Internal Assessment  | Weighting           | External Assessment | Weighting | Speaking | 20 | Oral examination | 20 | Listening | 30 | Listening | 30 | Reading | 30 | Reading | 30 | Writing | 20 | Writing in Japanese | 20 |  | 100 |  | 100 |  |
| Internal Assessment   | Weighting  | External Assessment | Weighting           |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| Speaking  | 20   | Oral examination    | 20                  |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| Listening   | 30   | Listening           | 30                  |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| Reading   | 30   | Reading             | 30                  |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
| Writing   | 20   | Writing in Japanese | 20                  |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |
|   | 100  |                     | 100                 |           |          |    |                  |    |           |    |           |    |         |    |         |    |         |    |                     |    |  |     |  |     |  |

## Legal Studies

|   |                        |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
|---|------------------------|---|----------------------------------|------------------------------|--------------------|-----------------------|--------------------|---------|--------------------|----------------|--------------------|---------------------------------|--------------------|
| 2 Units for each of Year 11 and Year 12 Board Developed Course.   | <b>Exclusions:</b> Nil |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| <p><b>Course Description:</b></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><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">• The Legal System</td> <td style="text-align: right;">40% of course time</td> </tr> <tr> <td style="padding-left: 20px;">• The Individual and the Law</td> <td style="text-align: right;">30% of course time</td> </tr> <tr> <td style="padding-left: 20px;">• The Law in Practice</td> <td style="text-align: right;">30% of course time</td> </tr> </table> <p><b>Year 12 Course</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">• Crime</td> <td style="text-align: right;">30% of course time</td> </tr> <tr> <td style="padding-left: 20px;">• Human Rights</td> <td style="text-align: right;">20% of course time</td> </tr> <tr> <td style="padding-left: 20px;">• Additional Option Topics (2)*</td> <td style="text-align: right;">50% of course time</td> </tr> </table> <p>*Two chosen from consumers, global environmental protection, families, indigenous peoples, shelter, workplace, and world order.</p>  |                        | • The Legal System  | 40% of course time               | • The Individual and the Law | 30% of course time | • The Law in Practice | 30% of course time | • Crime | 30% of course time | • Human Rights | 20% of course time | • Additional Option Topics (2)* | 50% of course time |
| • The Legal System  | 40% of course time     |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| • The Individual and the Law  | 30% of course time     |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| • The Law in Practice   | 30% of course time     |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| • Crime   | 30% of course time     |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| • Human Rights  | 20% of course time     |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| • Additional Option Topics (2)*   | 50% of course time     |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| <b>Particular Course Requirements:</b> No special requirements  |                        |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| <b>Assessment Year 12 Course Only</b>   |                        |   |                                  |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| <b>External Assessment</b>  | <b>Weighting</b>       | <b>Internal Assessment</b>  | <b>Weighting</b>                 |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
| A three hour written examination  | 100                    | <ul style="list-style-type: none"> <li>• Knowledge and understanding of the course content</li> <li>• Analysis and Evaluation</li> <li>• Inquiry and research</li> <li>• Communication of legal information, ideas and issues in appropriate forms</li> </ul> | 40<br><br>20<br><br>20<br><br>20 |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |
|   | 100                    |   | 100                              |                              |                    |                       |                    |         |                    |                |                    |                                 |                    |

## Mathematics (Advanced)

| <p>2 Units for each of Year 11 and Year 12 Board Developed Course.</p> <p><b>NB: ONLY STUDENTS IN 10M1, 10M2 OR 10M3 IN 2022 MEET THE PREREQUISITES FOR THIS COURSE.</b></p>   | <p><b>Prerequisites:</b> 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 substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> <li>- Algebraic techniques</li> <li>- Surds and indices</li> <li>- Equations</li> <li>- Non-linear relationships</li> <li>- Linear relationships</li> <li>- Trigonometry &amp; Pythagoras'</li> <li>- Single variable data analysis</li> <li>- Properties of Geometrical Shapes</li> </ul> <p>and at least some content from the following substrands of Stage 5.3:</p>   |  |   |  |  |                             |                  |  |  |  |  |     |     |
|--|---|--|---|--|--|-----------------------------|------------------|--|--|--|--|-----|-----|
| <p><b>Course Description:</b></p> <p>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.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>▪ enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>▪ 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</li> <li>▪ provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning</li> <li>▪ provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> </ul> <p>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.</p>  |   |  |   |  |  |                             |                  |  |  |  |  |     |     |
| <p><b>Main Topics Covered:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Functions – Working with Functions</li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometry and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Introduction to Differentiation</li> </ul> </li> <li>• Exponential and Logarithmic Functions                             <ul style="list-style-type: none"> <li>• Logarithms and Exponentials</li> </ul> </li> <li>• Statistical Analysis                             <ul style="list-style-type: none"> <li>• Probability and Discrete Probability Distributions</li> </ul> </li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Functions - Graphing Techniques</li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometric Functions and Graphs</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> </ul> </li> <li>• Financial Mathematics                             <ul style="list-style-type: none"> <li>• Modelling Financial Situations</li> </ul> </li> <li>• Statistical Analysis                             <ul style="list-style-type: none"> <li>• Descriptive Statistics &amp; Bivariate Data Analysis</li> <li>• Random Variables</li> </ul> </li> </ul> </td> </tr> </table> |   | <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Functions – Working with Functions</li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometry and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Introduction to Differentiation</li> </ul> </li> <li>• Exponential and Logarithmic Functions                             <ul style="list-style-type: none"> <li>• Logarithms and Exponentials</li> </ul> </li> <li>• Statistical Analysis                             <ul style="list-style-type: none"> <li>• Probability and Discrete Probability Distributions</li> </ul> </li> </ul> | <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Functions - Graphing Techniques</li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometric Functions and Graphs</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> </ul> </li> <li>• Financial Mathematics                             <ul style="list-style-type: none"> <li>• Modelling Financial Situations</li> </ul> </li> <li>• Statistical Analysis                             <ul style="list-style-type: none"> <li>• Descriptive Statistics &amp; Bivariate Data Analysis</li> <li>• Random Variables</li> </ul> </li> </ul> |  |  |                             |                  |  |  |  |  |     |     |
| <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Functions – Working with Functions</li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometry and Measure of Angles</li> <li>• Trigonometric Functions and Identities</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Introduction to Differentiation</li> </ul> </li> <li>• Exponential and Logarithmic Functions                             <ul style="list-style-type: none"> <li>• Logarithms and Exponentials</li> </ul> </li> <li>• Statistical Analysis                             <ul style="list-style-type: none"> <li>• Probability and Discrete Probability Distributions</li> </ul> </li> </ul>   | <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Functions - Graphing Techniques</li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometric Functions and Graphs</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Differential Calculus</li> <li>• The Second Derivative</li> <li>• Integral Calculus</li> </ul> </li> <li>• Financial Mathematics                             <ul style="list-style-type: none"> <li>• Modelling Financial Situations</li> </ul> </li> <li>• Statistical Analysis                             <ul style="list-style-type: none"> <li>• Descriptive Statistics &amp; Bivariate Data Analysis</li> <li>• Random Variables</li> </ul> </li> </ul> |  |   |  |  |                             |                  |  |  |  |  |     |     |
| <p><b>Assessment: HSC course only</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">External Assessment</th> <th style="width: 50%;">Internal Assessment</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Written examination with time allowed 3 hours + 5 minutes reading time. The examination will be based on the HSC course however the Year 11 course is assumed knowledge and may be examined.</td> <td style="padding: 5px;">The HSC course internal assessment comprises of four tasks including one assignment or investigation-style task and covers the following components.</td> </tr> <tr> <td style="padding: 5px;"><b>Examination Sections</b></td> <td style="padding: 5px;"><b>Component</b></td> </tr> <tr> <td style="padding: 5px;"><b>Section I</b><br/>Objective-response questions</td> <td style="padding: 5px;">Understanding, fluency and communication</td> </tr> <tr> <td style="padding: 5px;"><b>Section II</b><br/>Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks.</td> <td style="padding: 5px;">Problem solving, reasoning and justification</td> </tr> <tr> <td style="padding: 5px; text-align: center;">100</td> <td style="padding: 5px; text-align: center;">100</td> </tr> </tbody> </table>   |   | External Assessment  | Internal Assessment   | Written examination with time allowed 3 hours + 5 minutes reading time. The examination will be based on the HSC course however the Year 11 course is 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. | <b>Examination Sections</b> | <b>Component</b> | <b>Section I</b><br>Objective-response questions | Understanding, fluency and communication | <b>Section II</b><br>Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks. | Problem solving, reasoning and justification | 100 | 100 |
| External Assessment  | Internal Assessment   |  |   |  |  |                             |                  |  |  |  |  |     |     |
| Written examination with time allowed 3 hours + 5 minutes reading time. The examination will be based on the HSC course however the Year 11 course is 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.  |  |   |  |  |                             |                  |  |  |  |  |     |     |
| <b>Examination Sections</b>  | <b>Component</b>  |  |   |  |  |                             |                  |  |  |  |  |     |     |
| <b>Section I</b><br>Objective-response questions   | Understanding, fluency and communication  |  |   |  |  |                             |                  |  |  |  |  |     |     |
| <b>Section II</b><br>Questions may contain parts. There will be 37 to 42 items. At least two items will be worth 4 or 5 marks.   | Problem solving, reasoning and justification  |  |   |  |  |                             |                  |  |  |  |  |     |     |
| 100  | 100   |  |   |  |  |                             |                  |  |  |  |  |     |     |



## Mathematics – Extension 1

|  |   |   |   |
|--|---|---|---|
| <p>1 Unit additional to the Mathematics course, for the Year 11 and Year 12 HSC Board Developed Course (3 units total).</p> <p><b>NB: ONLY STUDENTS IN 10M1, 10M2 or 10M3 in 2022 meet the prerequisites for this course.</b></p>  | <p><b>Prerequisites:</b> 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 substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional sub-strands:</p> <ul style="list-style-type: none"> <li>- Polynomials      - Functions and Other Graphs</li> <li>- Logarithms       - Circle Geometry</li> </ul>   |   |   |
| <p><b>Course Description:</b></p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>▪ enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>▪ provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>▪ provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>▪ 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</li> </ul> <p>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>   |   |   |   |
| <p><b>Main Topics Covered:</b></p> <p>In addition, the entire Mathematics Advanced course is assumed, assessable knowledge:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Functions                             <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> </li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> </li> <li>• Combinatorics                             <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul> </li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Proof                             <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> </li> <li>• Vectors                             <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> </li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> </li> <li>• Statistical Analysis</li> <li>• The Binomial Distribution</li> </ul> </td> </tr> </table> |   | <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Functions                             <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> </li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> </li> <li>• Combinatorics                             <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul> </li> </ul> | <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Proof                             <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> </li> <li>• Vectors                             <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> </li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> </li> <li>• Statistical Analysis</li> <li>• The Binomial Distribution</li> </ul> |
| <p><b>Year 11 Course:</b></p> <ul style="list-style-type: none"> <li>• Functions                             <ul style="list-style-type: none"> <li>• Further Work with Functions</li> <li>• Polynomials</li> </ul> </li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Inverse Trigonometric Functions</li> <li>• Further Trigonometric Identities</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Rates of Change</li> </ul> </li> <li>• Combinatorics                             <ul style="list-style-type: none"> <li>• Working with Combinatorics</li> </ul> </li> </ul>  | <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Proof                             <ul style="list-style-type: none"> <li>• Proof by Mathematical Induction</li> </ul> </li> <li>• Vectors                             <ul style="list-style-type: none"> <li>• Introduction to Vectors</li> </ul> </li> <li>• Trigonometric Functions                             <ul style="list-style-type: none"> <li>• Trigonometric Equations</li> </ul> </li> <li>• Calculus                             <ul style="list-style-type: none"> <li>• Further Calculus Skills</li> <li>• Applications of Calculus</li> </ul> </li> <li>• Statistical Analysis</li> <li>• The Binomial Distribution</li> </ul> |   |   |
| <p><b>Assessment: HSC course only</b></p>  |   |   |   |
| <b>External Assessment</b>   | <b>Internal Assessment</b>  |   |   |
| Written examination with time allowed 2 hours + 5 minutes reading time. The examination will be based on the HSC course however the Preliminary 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.  |   |   |
| <b>Examination Sections</b>  | <b>Marks</b>  | <b>Component</b>  | <b>Weighting</b>  |
| <b>Section I</b><br>Objective-response questions   | 10  | Understanding, fluency and communication  | 50  |
| <b>Section II</b><br>Questions may contain parts. There will be 23 to 28 items. At least two items will be worth 4 or 5 marks.   | 90  | Problem solving, reasoning and justification  | 50  |
|  | 100   |   | 100   |

## Mathematics – Extension 2

|  |   |   |   |                     |
|--|---|---|---|---------------------|
| <p>1 Unit additional to the Mathematics Advanced and Extension 1 courses, for the HSC Board Developed Course (4 units)<br/>(For ATAR calculation, Ext. 2 students are considered to have 2 units of each Ext. 1 and Ext. 2)</p>  | <p><b>Prerequisites:</b> 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><b>Course Description:</b></p> <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>▪ enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level<br/>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.</li> </ul> |   |   |   |                     |
| <p><b>Main Topics Covered (Year 12 Only):</b><br/>In addition, the entire Mathematics Advanced and Mathematics Extension 1 courses are assumed, assessable knowledge.</p> <ul style="list-style-type: none"> <li>• Proof <ul style="list-style-type: none"> <li>• The Nature of Proof</li> <li>• Further Proof by Mathematical Induction</li> </ul> </li> <li>• Vectors – Further Work with Vectors</li> <li>• Complex Numbers <ul style="list-style-type: none"> <li>• Introduction to Complex Numbers</li> <li>• Using Complex Numbers</li> </ul> </li> <li>• Calculus – Further Integration</li> <li>• Mechanics – Applications of Calculus to Mechanics</li> </ul>   |   |   |   |                     |
| <p><b>Assessment: HSC course only</b></p>  |   |   |   |                     |
| <p><b>External Assessment</b></p> <p>Written examination with time allowed 3 hours + 5 minutes reading time. The examination will be based on the HSC course, however the Mathematics Advanced and Extension 1 courses are assumed knowledge and may be examined.</p>  |   | <p><b>Internal Assessment</b></p> <p>The HSC course internal assessment comprises of four tasks including one assignment or investigation-style task and covers the following components.</p> |   |                     |
| <p><b>Examination Sections</b></p>   |   | <p><b>Marks</b></p>   | <p><b>Component</b></p>                             | <p><b>Marks</b></p> |
| <p><b>Section I</b><br/>Objective-response questions</p>   |   | <p>10</p>   | <p>Understanding, fluency and communication</p>     | <p>50</p>           |
| <p><b>Section II</b><br/>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>Problem solving, reasoning and justification</p> | <p>50</p>           |
|  |   | <p>100</p>  |   | <p>100</p>          |

## Mathematics – Standard 2

|                                      |  |
|--------------------------------------|--|
| 2 units each of Year 11 and Year 12. | <b>Exclusions:</b> 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. |
|--------------------------------------|--|

**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 *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all sub strands of Stage 5.1 and the following sub strands of Stage 5.2:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Area and surface area</li> <li>• Equations</li> <li>• Financial mathematics</li> </ul> | <ul style="list-style-type: none"> <li>• Linear relationships</li> <li>• Non-linear relationships</li> <li>• Probability</li> </ul> | <ul style="list-style-type: none"> <li>• Right-angled triangles (Trigonometry)</li> <li>• Single variable data analysis</li> </ul> |
|---|---|--|

**Course Description:**

- 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:
  - Mathematics Standard 2 course (ATAR Category A)
  - Mathematics Standard 1 **with** optional HSC Exam (ATAR Category B)
  - Mathematics Standard 1 **without** optional HSC Exam (Not ATAR eligible)

The study of Mathematics Standard 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 an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

**Main Topics & Subtopics Covered:**

| <u>Topic</u>                 | <u>Year 11 Standard 1</u>   | <u>Year 12 Standard 2</u>                        | <u>Year 12 Standard 1</u>                      |
|------------------------------|---|--|--|
| <b>Algebra</b>               | Formulae and Equations, Linear Relationships                              | Types of Relationships                           | Types of Relationships                         |
| <b>Measurement</b>           | Applications of Measurement, Working with Time Rates<br><br>Money Matters | Non-right-angled Trigonometry, Rates and Ratios  | Right-angled Triangles, Rates, Scaled Drawings |
| <b>Financial Mathematics</b> | Data Analysis, Relative Frequency & Probability                           | Investments and Loans, Annuities                 | Investment, Depreciation and Loans             |
| <b>Statistical Analysis</b>  |   | Bivariate Data Analysis, The Normal Distribution | Further Statistical Analysis                   |
| <b>Networks</b>              |   | Network Concepts, Critical Path Analysis         | Networks and Paths                             |

**Assessment (HSC Courses Only)**

| External Assessment   | Internal Assessment (Standard 1 and 2)   |                  |
|---|--|------------------|
| All students studying Mathematics Standard 2 course will sit for a compulsory HSC examination of 2 ½ hours + 10 minutes reading time. | The HSC internal assessment consists of four assessment tasks including one assignment or investigation-style task assessing the following components. |                  |
| Students studying Mathematics Standard 1 may elect to sit an optional HSC examination of 2 hours + 10 minutes reading time.           | <b>Component</b>   | <b>Weighting</b> |
|   | Understanding, fluency and communication   | 50               |
|   | Problem solving, reasoning and justification   | 50               |
|   |  | 100              |

## Mathematics Standard 1

| 2 units each of Year 11 and Year 12.   | <b>Exclusions:</b> 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><b>Prerequisites:</b> 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"> <li>• Area and surface area</li> <li>• Equations</li> <li>• Financial mathematics</li> <li>• Linear relationships</li> <li>• Non-linear relationships</li> <li>• Probability</li> <li>• Right-angled triangles (Trigonometry)</li> <li>• Single variable data analysis</li> <li>• Volume</li> </ul>  |  |           |           |  |    |  |    |  |     |
| <p><b>Course Description:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>The study of Mathematics Standard 1 in Stage 6:</b></p> <ul style="list-style-type: none"> <li>• enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>• 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</li> <li>• provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.</li> </ul> |  |           |           |  |    |  |    |  |     |
| <p><b>Main Topics Covered:</b></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><b>Year 11</b></p> <p><b>Algebra</b>    Formulae and Equations<br/>                  Linear Relationships</p> <p><b>Measurement</b>    Applications of Measurement<br/>                          Working with Time</p> <p><b>Financial Mathematics</b>    Money Matters</p> <p><b>Statistical Analysis</b><br/>                          Data Analysis<br/>                          Relative Frequency and Probability</p>   | <p><b>Year 12</b></p> <p><b>Algebra</b>    Types of Relationships</p> <p><b>Measurement</b>    Right-angled Triangles<br/>                          Rates<br/>                          Scaled Drawings</p> <p><b>Financial Mathematics</b>    Investment<br/>  Depreciation and Loans</p> <p><b>Statistical Analysis</b>    Further Statistical Analysis</p> <p><b>Networks</b>                Networks and Paths</p>   |           |           |  |    |  |    |  |     |
| <b>Assessment (Year 12 Courses Only)</b>   |  |           |           |  |    |  |    |  |     |
| <b>External Assessment</b>   | <b>Internal Assessment (Standard 1 and 2)</b>  |           |           |  |    |  |    |  |     |
| Students studying the Mathematics Standard 1 course may elect to undertake an <b>optional HSC examination</b>  | The HSC internal assessment consists of four assessment tasks including one assignment or investigation-style task assessing the following components.   |           |           |  |    |  |    |  |     |
| The HSC examination must be competed for the course to be included in an ATAR calculation (course to limit of 2 units of category B courses)   | <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  | <b>Exclusions:</b> Nil   |  |                  |   |    |   |    |                                 |    |  |    |
|---|--|--|------------------|---|----|---|----|---------------------------------|----|--|----|
| <p><b>Course Description:</b></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><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Part I: Investigating Modern History –students complete at least ONE option from ‘The Nature of Modern History’ and at least TWO case studies.</li> <li>• Part II: Historical Investigation</li> <li>• Part III: The Shaping of the Modern World</li> </ul> <p><b>Assessment components</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><b>Weighting</b></th> </tr> </thead> <tbody> <tr> <td>Knowledge and understanding of course content</td> <td style="text-align: right;">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> </tbody> </table> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Part I: Core Study: Power and Authority in the Modern World 1919-1946</li> <li>• Part II: National Studies – ONE ‘National Studies’ topic</li> <li>• Part III: Peace and Conflict - ONE ‘Peace and Conflict’ topic</li> <li>• Part IV: Change in the Modern World - ONE ‘Change in the Modern World’ topic.</li> </ul> |  |  | <b>Weighting</b> | 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 |
|   | <b>Weighting</b>   |  |                  |   |    |   |    |                                 |    |  |    |
| 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   |  |                  |   |    |   |    |                                 |    |  |    |
| <b>Particular Course Requirements:</b> The Year 11 Course is a prerequisite for the HSC Course.   |  |  |                  |   |    |   |    |                                 |    |  |    |
| <b>Assessment: Year 12 Course Only</b>  |  |  |                  |   |    |   |    |                                 |    |  |    |
| <b>External Assessment</b>  | <b>Internal Assessment</b>   |  |                  |   |    |   |    |                                 |    |  |    |
| • 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  |                  | <b>Prerequisites:</b> Nil<br><b>Exclusions:</b> Music 2 |                  |
| <b>Course Description:</b>  |                  |   |                  |
| <p>In the Year 11 and HSC Courses, students will study:<br/>The concepts of music through learning experiences in Performance, Composition, Musicology and Aural within the context of a range of styles, periods and genres.</p>   |                  |   |                  |
| <b>Main Topics Covered:</b>   |                  |   |                  |
| 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.  |                  |   |                  |
| <b>Particular Course Requirements:</b>  |                  |   |                  |
| <b>Year 12 Course</b>   |                  |   |                  |
| <p>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.</p> <p>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.</p> |                  |   |                  |
| <b>Assessment: Year 12 Course Only</b>  |                  |   |                  |
| <b>External Assessment</b>  | <b>Weighting</b> | <b>Internal Assessment</b>                              | <b>Weighting</b> |
| Core Performance (one piece) A<br>45 minute – 1 hour aural skills<br>exam   | 20*              | Performance   | 10               |
| Electives: Three electives from<br>any combination of:  | 30               | Composition   | 10               |
|   |                  | Musicology  | 10               |
|   |                  | Aural   | 25               |
|   |                  | Electives   | 45               |
| <ul style="list-style-type: none"> <li>• Performance (one piece)</li> <li>• Composition (submitted composition)</li> <li>• Musicology (one viva voce)</li> </ul>  | 20*              |   |                  |
|   | 20*              |   |                  |
|   | 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  | <b>Prerequisites:</b> Music Additional Study Course (or equivalent)<br><b>Exclusions:</b> Music 1 |                      |           |
|---|---|----------------------|-----------|
| <b>Course Description:</b><br><br>In the Year 11 and Year 12 Courses, students will study:<br>The concepts of music through learning experiences in Performance, Composition, Musicology and Aural within the context of a range of styles, periods and genres.   |   |                      |           |
| <b>Main Topics Covered:</b><br><br>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).  |   |                      |           |
| <b>Particular Course Requirements:</b><br><br>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. |   |                      |           |
| <b>Assessment: Year 12 Course Only</b>  |   |                      |           |
| External Assessment   | Weighting   | Internal Assessment  | Weighting |
| Core Performance (one piece reflecting the mandatory topic)   | 15  | Performance          | 20        |
| Sight Singing Core  |   | Composition          |           |
| Composition   | 5   | Musicology           | 20        |
| (reflecting mandatory topic)  |   | Aural                |           |
|   | 15  | 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<br>Board Developed Course  |                  | <b>Prerequisites:</b> Music 2 (studied concurrently with HSC Music 2 Course)<br><b>Exclusion:</b> Music 1 |                  |
| <b>Course Description:</b>   |                  |   |                  |
| 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. |                  |   |                  |
| <b>Particular Course Requirements:</b>   |                  |   |                  |
| 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.   |                  |   |                  |
| <b>Assessment: Year 12 Course Only</b>   |                  |   |                  |
| <b>External Assessment</b>   | <b>Weighting</b> | <b>Internal Assessment</b>  | <b>Weighting</b> |
| <b>Performance (50)</b>  |                  | <b>Performance (50)</b>   |                  |
| Three contrasting pieces, one of which must be an Ensemble:  |                  | Three assessment tasks:   |                  |
| Ensemble   | 20               | Task 1  | 15               |
| Solo 1   | 15               | Task 2  | 20               |
| Solo 2   | 15               | Task 3  | 15               |
| OR   |                  | OR  |                  |
| <b>Composition (50)</b>  |                  | <b>Composition</b>  |                  |
| Two original compositions (to be submitted to NESAs):  |                  | Three assessment tasks:   |                  |
| Piece 1  | 25               | Task 1  | 15               |
| Piece 2  | 25               | Task 2  | 20               |
| OR   |                  | Task 3  | 15               |
|  |                  | OR  |                  |
| <b>Musicology (50)</b>   |                  | <b>Musicology</b>   |                  |
| One extended essay (to be submitted to NESAs)  | 50               | Three assessment tasks:   |                  |
|  |                  | Task 1  | 15               |
|  |                  | Task 2  | 20               |
|  |                  | Task 3  | 15               |
|  | 50               |   | 50               |



## Personal Development, Health and Physical Education

|   |                        |
|---|------------------------|
| 2 Units for each of Year 11 and Year 12<br>Board Developed Course | <b>Exclusions:</b> Nil |
|---|------------------------|

### Course Description:

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the 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 course 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:<br>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. | <b>Exclusions:</b> Nil<br>A total of 6 units of science in Year 11 A<br>total of 7 units of science in Year 12 |
|---|--|

### Course Description:

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

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

### Year 11 course

- Skills in Working Scientifically

#### Modules covered:

- Kinematics
- Dynamics
- Waves and Thermodynamics
- Electricity and Magnetism

### Year 12 course

- Skills in Working Scientifically

#### Modules covered:

- Advanced Mechanics
- Electromagnetism
- The Nature of Light
- From the Universe to the Atom

### Depth Studies: Year 11 and Year 12 - *What are Depth Studies?*

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

- 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 | 40        |
|                             |           | Knowledge & Understanding        | 60        |
|                             | 100       |                                  | 100       |

## Society and Culture

|  |                        |   |                  |
|--|------------------------|---|------------------|
| 2 Units for each of Year 11 and Year 12<br>Board Developed Course  | <b>Exclusions:</b> Nil |   |                  |
| <p><b>Course Description:</b><br/>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"> <li>• themselves</li> <li>• their own society and culture</li> <li>• the societies and cultures of others.</li> </ul> <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. A large component of the HSC course is the Major Work (PIP) which requires extensive primary research and a drafting process.</p> |                        |   |                  |
| <p><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Personal Interest Project – externally assessed and worth 40% of total course mark.</li> <li>• Social and Cultural Continuity and Change</li> </ul> <p><b>Depth Studies</b></p> <p>Two of the following:</p> <ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Belief Systems and Ideologies</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Nonconformity</li> </ul>  |                        |   |                  |
| <p><b>Particular Course Requirements:</b><br/>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>   |                        |   |                  |
| <b>Assessment: Year 12 Course Only</b>   |                        |   |                  |
| <b>External Assessment</b>   | <b>Weighting</b>       | <b>Internal Assessment</b>  | <b>Weighting</b> |
| Written examination<br>(2 hours)   | 60                     | <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>   | 50               |
| Personal Interest Project (PIP)  | 40                     | <ul style="list-style-type: none"> <li>• Application and evaluation of social and cultural research methods</li> <li>• Communication of information, ideas and issues in appropriate forms</li> </ul> | 30<br>20         |
|  | 100                    |   | 100              |

## Software Design and Development

|  |  |
|--|--|
| 2 Units for each of Year 11 and Year 12 Board Developed Course   | <b>Exclusions:</b> Nil   |
| <p><b>Course Description:</b></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><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <p>Concepts and issues in the design and development of software (30%)</p> <ul style="list-style-type: none"> <li>• Social and ethical issues</li> <li>• Hardware and software</li> <li>• Software development approaches</li> </ul> <p>Introduction to software development (50%)</p> <ul style="list-style-type: none"> <li>Defining and understanding the problem</li> <li>Implementing software solutions</li> <li>Testing and evaluating software solutions</li> <li>Maintaining software solutions</li> </ul> <p>Developing Software Solutions (20%)</p> <p><b>Year 12 Course</b></p> <p>Development and impact of software solutions (15%)</p> <ul style="list-style-type: none"> <li>• Development and impact of software solutions</li> <li>• Social and ethical issues</li> <li>• Application of software development approaches</li> </ul> <p>Software development cycle (40%)</p> <ul style="list-style-type: none"> <li>• Defining and understanding the problem</li> <li>• Planning and designing</li> <li>• Implementation</li> <li>• Testing and evaluation</li> <li>• Maintenance</li> </ul> <p>Developing a solution package (20%)</p> <p>Option (20%)</p> <ul style="list-style-type: none"> <li>• Programming paradigms OR</li> <li>• The interrelationship between software and hardware</li> </ul> |  |
| <p><b>Particular Course Requirements:</b></p> <p>The Year 11 Course is a pre-requisite for the HSC Course</p>  |  |
| <p><b>Assessment: Year 12 Course Only</b></p>  |  |
| <b>External Assessment</b>   | <b>Internal Assessment</b>   |
| 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. |

## Textiles and Design

|  |                  |  |                  |
|--|------------------|--|------------------|
| 2 Units in Year 11 / 2 Units Year 12 Board Developed Course  |                  | <b>Exclusions:</b> Nil   |                  |
| <p><b>Course Description:</b></p> <p>The Year 11 course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).</p> |                  |  |                  |
| <p><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>   |                  |  |                  |
| <p><b>Course Requirements</b></p> <p>In the Year 11 course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study of Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.</p> <p>In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile Industry.</p>  |                  |  |                  |
| <b>Assessment: Year 12 Course only</b>   |                  |  |                  |
| <b>External Assessment</b>   | <b>Weighting</b> | <b>Internal Assessment</b>   | <b>Weighting</b> |
| A written examination of one and a half hours  | 50               | Knowledge and understanding of class content   | 50               |
| Major Textile Project  | 50               | Skills and knowledge in the design, manufacture and management of a major textiles project | 50               |
|  | 100              |  | 100              |

## Visual Arts

|  |                  |  |                  |
|--|------------------|--|------------------|
| 2 Units for each of Year 11 and Year 12<br>Board Developed Course  |                  | <b>Exclusions:</b> Nil   |                  |
| <p><b>Course Description:</b></p> <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>   |                  |  |                  |
| <p><b>Main Topics Covered:</b></p> <p><b>Year 11 Course Learning Opportunities focus on:</b></p> <ul style="list-style-type: none"> <li>• The nature of practice in art making, art criticism and art history through different investigations.</li> <li>• The role and function of artists' artwork, the world and audiences in the art world.</li> <li>• The frames and how students might develop their own informed points of view.</li> <li>• How students may develop meaning and focus and interest in their work.</li> <li>• Building understandings over time through various investigations and working in different forms.</li> </ul> <p><b>Year 12 Course Learning Opportunities focus on:</b></p> <ul style="list-style-type: none"> <li>• How students may develop their own informed points of view in increasingly more independent ways using the Frames.</li> <li>• How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest.</li> <li>• How students may learn about the relationships between artist, artwork and audience within the art world.</li> </ul> |                  |  |                  |
| <p><b>Particular Course Requirements:</b></p> <p><b>Year 11 Course</b></p> <ul style="list-style-type: none"> <li>• Artworks in at least 2 forms and use of a process diary.</li> <li>• A broad investigation of ideas in art criticism and art history.</li> </ul> <p><b>Year 12 Course</b></p> <ul style="list-style-type: none"> <li>• Development of a body of work and use of a process diary.</li> <li>• A minimum of 5 Case Studies (4-10 hours each).</li> <li>• Deeper and more complex investigations of ideas in art criticism and art history.</li> </ul>  |                  |  |                  |
| <b>Assessment: Year 12 Course Only</b>   |                  |  |                  |
| <b>External Assessment</b>   | <b>Weighting</b> | <b>Internal Assessment</b>   | <b>Weighting</b> |
| A written exam paper   | 50               | Development of the body of work and process diary<br>Art criticism and art history | 50               |
| Submission of a body of work   | 50               |  | 50               |
|  | 100              |  | 100              |

## Course 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>



## 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.  | <b>Prerequisites:</b> Nil |
| <p><b>Course Description:</b></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.</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><b>Main Topics Covered:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The electives build on these skills. Students will be able to develop further competencies in: <ul style="list-style-type: none"> <li>• preparing and presenting food;</li> <li>• environmentally sustainable work practices;</li> <li>• food safety procedures.</li> </ul> </li> </ul>  |                           |
| <p><b>Particular Course Requirements:</b> Work placement. Students must complete a minimum of 70 hours work placement in a hospitality workplace.</p>   |                           |
| <p><b>Assessment:</b></p> <p><b>Competency Assessment</b></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><b>External Assessment – HSC Examination</b></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><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>   |                           |



This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

**Course: Hospitality**

Board Developed Course (240 hour) 26511

2 or 4 Preliminary and/or HSC units in total

Category B for Australian Tertiary Admission Rank (ATAR)

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20416 Certificate II in Kitchen Operations (Release 1) <https://training.gov.au/Training/Details/SIT20416>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.

**Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency**
**Core**

|            |   |
|------------|---|
| BSBWOR203  | Work effectively with others                  |
| SITHCCC001 | Use food preparation equipment                |
| SITHCCC005 | Prepare dishes using basic methods of cookery |
| SITHCCC011 | Use cookery skills effectively                |
| SITHKOP001 | Clean kitchen premises and equipment          |
| SITXFSA001 | Use hygienic practices for food safety        |
| SITXINV002 | Maintain the quality of perishable items      |
| SITXWHS001 | Participate in safe work practice             |

**Electives**

|            |   |
|------------|---|
| SITHCCC002 | Prepare and present simple dishes                         |
| SITHCCC003 | Prepare and present sandwiches                            |
| SITHCCC006 | Prepare appetisers and salads                             |
| BSBSUS201  | Participate in environmentally sustainable work practices |
| SITXFSA002 | Participate in safe food handling practices               |
| SITHIND002 | Source and use information on the hospitality industry    |

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the hospitality industry involves

- organising information and records in both paper and electronic forms
- customer (client) service

- teamwork
- using technologies
- creating documents

**Examples of occupations in the hospitality industry:**

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.

Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment (optional HSC examination for ATAR purposes)**

The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

**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 the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost:**
**Preliminary - \$100**
**HSC - \$100**
**Refunds**

Refund Arrangements on a pro-rata basis. Please refer to your school refund policy.

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

**Exclusions:** VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

## 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.

There are two types of Stage 6 VET courses available to students:

- 1. Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B courses. 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 x Preliminary and/or HSC units. **ONLY ONE** Board Developed VET course may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

- 2. Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

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<br>Unit and 2 Unit Courses | <b>Exclusions:</b> Photographs produced in this course cannot be used in the body of work in the HSC Visual Arts course. |
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### Course Description:

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.

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.

### Main Topics Covered:

This course in Photography, Video and Digital Imaging will allow students to:

- 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:
  - 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     |

|  |  |
|--|--|
| <b>Particular Year 11 Course Requirements:</b> <ul style="list-style-type: none"> <li>• Photography Body of Work</li> <li>• Digital Imaging Body of Work</li> <li>• Student Process Diary</li> </ul> | <b>Particular Year 12 Course Requirements:</b> <ul style="list-style-type: none"> <li>• Digital Imaging Body of Work</li> <li>• Student Process Diary</li> <li>• Yearly Exam</li> <li>• Development of Individual Project</li> </ul> |
|--|--|

## Sport, Lifestyle & Recreation

|   |  |   |  |
|---|--|---|--|
| Content Endorsed<br>2 Unit Course   | <p><b>Exclusions:</b><br/>Year 11 - Outdoor Recreational Activities (Bushwalk, Ninja Course, Rock Climbing, High Ropes &amp; Bowling)<br/>Year 12 - 5 x Fitness First sessions (including one Personal Training session) &amp; First Aid Course</p>  |   |  |
| <p><b>Course description</b><br/>Sport, Lifestyle &amp; Recreation makes a positive contribution to the overall 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 a healthy and 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"> <li>• The qualities of a discerning consumer and a critic of physical activity and sport;</li> <li>• High levels of performance skill in particular sports;</li> <li>• The capacity to adopt administrative roles in community sport and recreation;</li> <li>• The skills of coach, trainer, first aid officer, referee and fitness leader.</li> </ul> <p><b>This is a non-ATAR course. The 2 units from this course cannot be considered as part of the students' ATAR calculation.</b></p> <p>The course features a <i>highly practical focus</i>, physical activity being both an area of study and a medium of learning. All students are given opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.</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 &amp; 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><b>Main Topics Covered</b><br/>The modules in Sport, Lifestyle &amp; Recreation include:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• <b>Aquatics</b></li> <li>• Athletics</li> <li>• Dance</li> <li>• First Aid &amp; Sports Injuries</li> <li>• Fitness</li> <li>• Games &amp; Sports Applications I &amp; II</li> <li>• Gymnastics</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Individual Games &amp; Sports Applications</li> <li>• Outdoor Recreation</li> <li>• Resistance Training</li> <li>• Social Perspectives of Games &amp; Sports</li> <li>• Sports Administration</li> <li>• Sports Coaching &amp; Training</li> </ul> </td> </tr> </table>   |  | <ul style="list-style-type: none"> <li>• <b>Aquatics</b></li> <li>• Athletics</li> <li>• Dance</li> <li>• First Aid &amp; Sports Injuries</li> <li>• Fitness</li> <li>• Games &amp; Sports Applications I &amp; II</li> <li>• Gymnastics</li> </ul> | <ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Individual Games &amp; Sports Applications</li> <li>• Outdoor Recreation</li> <li>• Resistance Training</li> <li>• Social Perspectives of Games &amp; Sports</li> <li>• Sports Administration</li> <li>• Sports Coaching &amp; Training</li> </ul> |
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| <p><b>Particular Course Requirements</b><br/>Heavy practical component, students need to be prepared to engage in regular physical activity and sport.</p>  |  |   |  |
| <p><b>Assessment: No External Examination</b><br/>There is a balance between the assessment of:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding outcomes and course content, and</li> <li>• Skills outcomes and content.</li> </ul>  |  |   |  |
| <b>COMPONENT</b>  | <b>WEIGHTING</b>   |   |  |
| Knowledge and understanding   | 50   |   |  |
| Practical Skills  | 50   |   |  |
| <b>TOTAL</b>  | <b>100</b>   |   |  |

## Visual Design

|  |   |
|--|---|
| <p>Content Endorsed Course<br/>1 Unit or 2 Unit Course</p> | <p><b>Exclusions:</b> 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.</p> |
|--|---|

**Course Description:**

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.

**Main Topics Covered:**

The Visual Design 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.

| Year 11 and 12 Course | Weighting  |            |
|-----------------------|------------|------------|
|                       | 2 Unit     | 1 Unit     |
| Module 1              | 30         | 30         |
| Module 2              | 30         | 30         |
| Module 3              | 40         | 40         |
| <b>TOTAL</b>          | <b>100</b> | <b>100</b> |

|  |   |
|--|---|
| <p><b>Particular Year 11 Course Requirements:</b></p> <ul style="list-style-type: none"> <li>• Design Briefs</li> <li>• Folio</li> </ul> | <p><b>Particular Year 12 Course Requirements:</b></p> <ul style="list-style-type: none"> <li>• Design Brief</li> <li>• Folio</li> <li>• Yearly Exam</li> <li>• Development of Individual Project</li> </ul> |
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