

MOSMAN HIGH SCHOOL



The Higher School Certificate

Preliminary Course 2023

HSC Course 2024

INDEX

| | |
|--|--------------|
| NSW Record of School Achievement (ROSA) Year 11 | 4,5 |
| HSC Minimum Standard | 6 |
| Information about the HSC | 7-13 |
| Areas of Tertiary Study | 14-16 |

Creative and Performing Arts

| | |
|---|-------|
| Drama | 17,18 |
| Entertainment | 19 |
| Music 1 | 20 |
| Music 2 | 21 |
| Music Extension (Year 12) (1 Unit)..... | 22 |

English

| | |
|--|-------|
| English Studies..... | 23 |
| English Standard | 24 |
| English Advanced..... | 25 |
| Preliminary English Extension - HSC English Extension 1 and HSC English Extension 2..... | 26 |
| English EAL/D..... | 27,28 |

HSIE

| | |
|---|-------|
| Ancient History | 29,30 |
| Business Studies | 31 |
| Economics..... | 32 |
| Geography | 33 |
| Modern History | 34 |
| History Extension (Year 12) (1 Unit)..... | 35 |
| Legal Studies..... | 36 |
| Society & Culture | 37 |

Languages

| | |
|------------------------------|----|
| Chinese Beginners | 38 |
| Chinese Continuers..... | 39 |
| Chinese and Literature | 40 |
| French Beginners..... | 41 |
| French Continuers | 42 |
| Italian Beginners..... | 43 |
| Italian Continuers | 44 |
| Japanese Beginners | 45 |
| Japanese Continuers | 46 |
| Spanish Beginners | 47 |
| Spanish Continuers..... | 48 |

Mathematics

| | |
|---|-------|
| Mathematics Overview | 49 |
| Assessment Components & Weightings for Mathematics Advanced, Extension 1 and Extension 2..... | 49 |
| Preliminary Mathematics Standard/HSC Mathematics Standard 2..... | 50,51 |
| Assessment Components & Weightings for Mathematics Standard and Mathematics Standard 2..... | 51 |
| Mathematics Advanced 2 Unit..... | 52,53 |
| Mathematics Extension 1 (1 Unit)..... | 54,55 |
| Mathematics Extension 2 (Year 12) | 56,57 |

PDHPE

| | |
|--|----|
| PDHPE | 58 |
| Dance | 59 |
| Sport, Lifestyle & Recreation (1 Unit) | 60 |

Science

| | |
|--------------------------------------|----|
| Science | 61 |
| Biology | 62 |
| Chemistry | 63 |
| Earth & Environmental Science..... | 64 |
| Physics 2 Unit | 65 |
| Discovering Psychology (1 Unit)..... | 66 |
| Investigating Science 2 Unit | 67 |
| Science Extension 1 (Year 12) | 68 |

TAS (Technology and Applied Science)

| | |
|---|-------|
| Design & Technology | 69 |
| Engineering Studies | 70 |
| Food Technology..... | 71 |
| Hospitality..... | 72 |
| Industrial Technology (Timber) | 73,74 |
| Industrial Technology (Multimedia)..... | 75 |
| Philosophy (1 Unit) | 76 |
| Software Design and Development | 77,78 |
| Textiles and Design | 79 |

Visual Arts

| | |
|--|----|
| Photography, Video and Digital Imaging (1 Unit)..... | 80 |
| Visual Arts..... | 81 |
| Visual Design (1 Unit) | 82 |

Vocational Educational Training (VET).....83**Schedule of Course Fees 2023.....84****Webchoice 2023 – Year 11 Subjects Information.....85**

NSW RECORD OF SCHOOL ACHIEVEMENT (ROSA) – YEAR 11

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded, in Stage 5 and any Stage 6 (Preliminary) courses in which the student has satisfactorily participated but not completed prior to leaving before sitting the HSC.

STUDENT ACHIEVEMENT

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components:

1. what students are expected to learn; and
2. how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn.

The Common Grade Scale for Preliminary courses describes how well students have achieved.

It describes performance at each of five grade levels.

- A The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- D The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
- E The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

DETERMINING PRELIMINARY ROSA GRADES

Mosman High School is responsible for awarding each student who completes a Stage 6 Preliminary (Year 11) course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

The grade awarded to each student at the completion of a Stage 6 Preliminary course indicates the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course relates to the stated objectives and outcomes as described in the syllabus. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Teachers will make the final judgement of the grade achieved on the basis of available assessment information. The choice of a particular grade will be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

'N' DETERMINATIONS

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time to complete missed work.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

HSC MINIMUM STANDARD

WHAT IS THE HSC MINIMUM STANDARD?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive an HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have multiple opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing. In Year 10, 11 and 12, students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests.

DISABILITY PROVISIONS AND EXEMPTIONS

Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

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

INFORMATION ABOUT THE HSC

WHAT TYPES OF COURSES CAN I SELECT?

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

NESA DEVELOPED COURSES

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- a performance scale (except for Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

NESA ENDORSED COURSES

There are two main types of NESA Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the NESA Developed Courses.
Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some NESA Courses are one-year courses.

All NESA Endorsed Courses count towards the Higher School Certificate and appear on the Record of School Achievement. Most NESA Endorsed Courses do not count in the calculation of the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES – NESA DEVELOPED

Students can study certain vocational courses as part of their Preliminary/HSC program. There are courses in Industry Curriculum Frameworks – such as accounting, automotive, business services, construction, entertainment, metal and engineering, primary industries, retail, tourism and hospitality. These courses are based on national training packages, are aligned to national vocational qualifications and are delivered either at school or TAFE. **Only ONE of these courses can be counted towards the ATAR.** All of the courses have a mandatory 70 hour work placement. Students who study the course over two years will receive either a Statement of Attainment or Certificate Qualification. Those who also sit the HSC exam can have two units of Industry Curriculum Frameworks (VET) course counted towards their ATAR.

At Mosman High School students electing to do TAFE courses must submit 12 units studied at school in addition to the 2 units studied at TAFE. ie a total of 14 units.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 Unit or 2 Units. Most courses are 2 Units.

Each unit involves class time of approximately 60 hours per year. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

2 Units = 120 hours per year
= 100 marks

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

2 UNIT COURSE This is the basic structure for all courses. 2 Units has a value of 100 marks.

EXTENSION COURSE Extension study is available in a number of subjects.

Extension courses build on the content of the 2 Unit course and carry an additional value of 1 Unit. Requiring students to work beyond the standard of the 2 Unit course, **extension** courses are **available in English, mathematics, history, science, music** and some **languages**. Undergraduate university courses are available in some subjects.

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

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

1 UNIT COURSE 1 Unit equals approximately 60 hours per year.

There are a number of 1 Unit NESA Endorsed Courses. These courses do not count in the ATAR (Australian Tertiary Admission Rank).

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must complete a minimum of 12 Units in the Preliminary course.
- you must complete a minimum of 10 Units in the HSC course.

Both the Preliminary program and the HSC program must include the following:

- at least 6 Units from NESA Developed Courses **including** at least 2 Units of a NESA Developed Course in English.
- at least three courses of 2 Units value or greater, and
- at least four subjects.

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

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

REQUIREMENTS FOR THE AWARD OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is calculated from a student's HSC results and is used by the universities to select students for their courses.

RULE 1 - ELIGIBILITY FOR ATAR

To be eligible for an ATAR a student must complete at least 10 units of NESA HSC Courses, including at least 2 units of English. The NESA Developed Courses must include at least three courses of two units or greater, and at least four subjects. Two of these units may be a VET Framework course when a student elects to complete the relevant NESA HSC examination.

Subject is the name given to an area of study. A course is a branch of study within a subject. For example, English Standard and English Advanced are courses within the subject of English.

RULE 2 - CALCULATION OF THE ATAR

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

The best two units of English.

The best eight units of the remaining units.

Note: no more than two units of Category B courses can be included.

Category B Courses

Only one category B course can be counted in a student's ATAR. The following are all Category B Courses:

| Number | Course Name | Unit Value | Subject |
|--------|--|------------|------------------------|
| 17315 | Automotive (Examination) | 2 | Automotive |
| 16745 | Business Services (Examination) | 2 | Business Services |
| 16305 | Construction (Examination) | 2 | Construction |
| 17335 | Electrotechnology (Examination) | 2 | Electrotechnology |
| 16955 | Entertainment Industry (Examination) # | 2 | Entertainment Industry |
| | Financial Services | 2 | |
| | Human Services | 2 | |
| 16365 | Information Technology (Examination) | 2 | Information Technology |
| 16425 | Metal and Engineering (Examination) | 2 | Metal and Engineering |
| 16485 | Primary Industries (Examination) | 2 | Primary Industries |
| 17355 | Retail Services (Examination) | 2 | Retail |
| 16565 | Hospitality (Examination) # | 2 | Hospitality |
| 16595 | Tourism (Examination) | 2 | Tourism |

NOTES:

- These are NESA Developed courses delivered by TAFE or at school.
- These are 240 hour Vocational Education and Training (VET) courses. An optional written examination will be offered for the HSC. If students want the results from these courses to be available for inclusion # in the calculation of their ATAR, they must undertake the optional written examination.

Subject to the ATAR Rules.

All other Board Developed Courses are Category A courses.

ACCUMULATING THE HSC (PATHWAYS)

It is now possible to accumulate your HSC over more than the traditional 2 years. You can sit for the HSC exams over and up to 5 consecutive years. You could also take several years to accumulate your preliminary courses. As well as this, you could repeat just one (or more) course(s) instead of the entire HSC if you were disappointed with your results. As an example of what is possible with accumulation, you may choose to do your preliminary courses in the one year and then do your HSC courses over two years.

ACCUMULATION AND THE AUSTRALIAN TERTIARY ADMISSION RANK

The universities have agreed that the Australian Tertiary Admission Rank may include units accumulated over a total time span of 5 years without penalty.

Where a student repeats a unit, the most recent attempt will be used in the calculation of the ATAR.

Most universities will now award Bonus Points to students for their performance in HSC subjects that are relevant to the knowledge required to undertake specific undergraduate programs. This has the potential to increase a student's rank by 3 – 5 points. For example, if you want to do engineering and you have done 3U mathematics and physics and/or chemistry, then the universities will reward you by allocating Bonus Points. Students should consult the Careers Adviser or the Year 11 Preliminary Subject Booklet to find out what subjects are needed for university courses. This needs to be considered at subject selection.

COURSES AVAILABLE FOR YEAR 11, 2023

The courses which will be studied next year will depend on:

- the number of students requesting the various subjects and
- the availability of staff.

Whilst every effort will be made to satisfy all students' requests, it may not be possible to do so.

Unless shown otherwise, all the courses listed are 2 Unit courses.

HSC BOARD DEVELOPED COURSES

**(See course notes following this table for explanation of Symbols, p.12:)*

| Subject | Preliminary & HSC Courses (2 Unit) | Preliminary Extension Courses (1 Unit) | HSC Extension Courses (1 Unit) |
|------------------------------------|--|--|--|
| Aboriginal Studies | Aboriginal Studies | | |
| Ancient History | Ancient History | | HSC History Extension |
| Animal Studies | | | |
| Biology | Biology ² | | HSC Science Extension |
| Business Studies | Business Studies | | |
| Chemistry | Chemistry ² | | HSC Science Extension |
| Design and Technology | Design and Technology | | |
| Drama | Drama | | |
| Earth and Environmental Science | Earth and Environmental Science ² | | HSC Science Extension |
| Economics | Economics | | |
| Engineering Studies | Engineering Studies | | |
| English | English Standard# English Advanced# English as an additional# Language/Dialect# Dialect# | Preliminary English Extension 1 | HSC English Extension 1 HSC English Extension 2 |
| Entertainment | Entertainment | | |
| Food Technology | Food Technology | | |
| Geography | Geography | | |
| Hospitality | Hospitality | | |
| Industrial Technology | Multimedia Timber | | |
| Languages | Please see next table | | |
| Legal Studies | Legal Studies | | |
| Mathematics | Mathematics Standard 2# Mathematics Advanced# | Preliminary Mathematics Extension 1 | HSC Mathematics Extension 1 HSC Mathematics |
| Modern History | Modern History | | HSC History Extension |
| Music | # Music 1 Music 2 ³ | | HSC Music Extension (Music course 2 only) |
| PD/Health/PE | PD/Health/PE | | |
| Physics | Physics ² | | HSC Science Extension |
| Investigating Science | Investigating Science | | HSC Science Extension |
| Society and Culture | Society and Culture | | |
| Software Design and Development | Software Design and Development | | |

| Subject | Preliminary & HSC Courses (2 Unit) | Preliminary Extension Courses (1 Unit) | HSC Extension Courses (1 Unit) |
|---------------------|--|--|---|
| Textiles and Design | Textiles and Design | | |
| Visual Arts | Visual Arts | | |
| Languages | | | |
| French | French Beginners# French Continuers# | | HSC French Extension (Continuers only) |
| Italian | Italian Beginners# Italian Continuers# | | HSC Italian Extension (Continuers only) |
| Japanese | Japanese Beginners# Japanese Continuers# | | HSC Japanese Extension (Continuers only) |
| Chinese | Chinese Beginners# Chinese Continuers# Chinese and Literature# | | |
| Spanish | Spanish Beginners# Spanish Continuers# | | |

*HSC COURSE NOTES

1. There is only one History Extension course. It can be studied with either the Ancient History course or the Modern History course.
2. You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Investigating Science in meeting the 12 Preliminary or 10 HSC units.
3. You must study Music course 2 if you wish to study HSC Extension Music.

Additional information about courses and the HSC is available on the NESA Website.

(<http://www.boardofstudies.nsw.edu.au>)

These notes and footnotes (1 – 6) refer to the list of courses

- # You may select one course only from each of these subject groups.
- A number of subjects include a requirement for the development of **Project Work** for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Music, Agriculture, Software Design and Development, Textiles and Design, Industrial Technology and Society and Culture. Projects developed for assessment in one subject may not be used either in full or in part for assessment in any other subject.
 - Students studying Industrial Technology (metal and engineering industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
 - Students studying Industrial Technology (electronics industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
 - Students studying Software Design and Development are not permitted to study the 1 unit NESA endorsed Computing Applications course (Preliminary).

ASSESSMENT AND REPORTING

HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding attained in each subject.

- NESAs have provided for teachers a syllabus package for each course. The package includes the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale, will be used to describe level of achievement and give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 (band 6) will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - **The HSC Testamur** - The official certificate confirming your achievement of all requirements for the award.
 - **The Record of Achievement** - This document lists the courses you have studied and reports the marks and bands you have achieved.
 - **Course Reports** - For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

VOCATIONAL EDUCATION AND TRAINING (TVET)

VET CURRICULUM FRAMEWORK COURSES - HOSPITALITY AND ENTERTAINMENT

These are NESA developed courses and can count towards your ATAR.

In 2022/2023 Mosman High School will offer two 2 unit VET Frameworks courses in Hospitality (Commercial Cooking) and Entertainment. Both courses provide full industry qualifications and will be taught at school. The courses also offer an optional HSC exam which makes the course eligible for an ATAR calculation.

VET THROUGH TAFE

A range of TVET courses are available at TAFE colleges. See the list towards the end of the book.

BOARD ENDORSED COURSES (OTHER THAN VOCATIONAL) OFFERED AT MOSMAN HIGH SCHOOL IN 2023 (ALL 1 UNIT VALUE)

COURSE

- | | |
|---|-----------------------------------|
| 1. Discovering Psychology | 4. Sport Lifestyle and Recreation |
| 2. Philosophy | 5. Visual Design |
| 3. Photography, Video and Digital Imaging | |

Exclusions applying to NESA Endorsed Courses are listed in the course descriptions in part 2 of this booklet with the relevant CEC course description.

AREAS OF TERTIARY STUDY

This is a general guide to the broad areas of study offered by institutions.

ARCHITECTURE/BUILDING/DESIGN AND PLANNING

Students intending to undertake courses in these areas are advised to study two or more units of Mathematics (not Standard Mathematics). A general background in Science, particularly Physics, may be helpful but is not essential. Visual Arts, Engineering Studies or Industrial Technology may also be useful.

ARTS/HUMANITIES

Degree programs in arts and liberal studies do not usually require a particular program of study at secondary school. The study of English is required by some institutions and recommended for all students in this field - check the institution entries for details. If you wish to study a language other than English as your major subject, however, you are advised to include the language of your choice in your HSC program although in many cases you will be able to take introductory language courses that do not require prior study.

BUSINESS/COMMERCE/ECONOMICS/MARKETING MANAGEMENT

Courses in Accounting, Banking, Econometrics, Economics, Finance, Management and Marketing may require at least two units of Mathematics (not Standard Mathematics) as either assumed knowledge or recommended studies. HSC Economics or Business studies are considered a useful but not essential preparation for courses in these areas.

Students wishing to undertake Actuarial studies at tertiary level generally require HSC Mathematics Extension 1 or HSC Mathematics Extension 2 as a prerequisite.

COMMUNICATIONS/MEDIA STUDIES

Most of these courses do not require a particular course of study at secondary school.

Some institutions recommend the study of English in preparation for Communication and Media Courses - check the institution entries for details. In addition to the ATAR, some institutions may require you to complete a questionnaire and/or attend an interview.

CREATIVE AND PERFORMING ARTS

Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview or portfolio (or a combination of these) as well as a suitable ATAR. The study of Visual Arts, Dance, Drama, Music 1, Music 2 or HSC Music Extension may be helpful for courses in creative and performing arts areas. Some institutions will base selection to a creative arts course on the marks obtained in the HSC. Special admission procedures may be available if you are unable to include suitable subjects in your HSC program.

EARTH AND ENVIRONMENTAL SCIENCES

Most courses do not require a particular program of study. Most institutions, however, recommend a background in science subjects such as Chemistry, Mathematics (not Standard Mathematics) and Physics or Biology.

EDUCATION/TEACHING

In some institutions, courses in education may be taken in Arts, Science or other programs. Some institutions also offer separate teacher education programs in early childhood, primary (or a combination of the two) and secondary education. Students who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation.

For intending early childhood or primary teachers, some institutions assume or require satisfactory levels of Mathematics and/or English.

Note: The NSW Department of Education and Training requires intending primary education teachers to have included any two units of Mathematics and any two units of English in their HSC program. If these subjects have not been completed, equivalent subjects can usually be completed during the tertiary course.

ENGINEERING

Most institutions recommend at least HSC Mathematics Extension 1 for the study of all branches of engineering. Physics and Chemistry are also recommended. Engineering studies is considered by Engineers Australia as important preparation for tertiary study.

HEALTH SCIENCES (INCLUDES STUDIES NOT LISTED UNDER MEDICAL SCIENCES)

If you intend to study Health Sciences you are generally advised to include in your HSC study program at least two units of Mathematics (not Standard Mathematics) and two units of Science, preferably Chemistry, or, for medical imaging or medical radiation technology, Physics.

HUMAN MOVEMENT/SPORT SCIENCES/PHYSICAL EDUCATION/EXERCISE PHYSIOLOGY

Most courses in these areas require a study in mathematics or chemistry and/or biology. A background in science subjects (physics, chemistry and biology) and mathematics (not general mathematics) is recommended by most institutions. Personal Development, Health and Physical Education are also considered useful.

Some institutions require you to provide additional information relating to your sporting achievements.

INFORMATION TECHNOLOGY

Studies in this area usually require either Mathematics or HSC Mathematics Extension 1 (not General Mathematics) as assumed knowledge. Computer Science is generally taught on the assumption that students have studied HSC Mathematics Extension 1.

LAW

Generally, Legal courses do not specify prerequisites or levels of assumed knowledge. If you are contemplating a law program combined with Arts, Business, Commerce, Economics, Engineering, Science, Social Sciences or Social Welfare, check that the subjects you choose comply with the requirements for those courses.

MEDICAL SCIENCES (INCLUDING MEDICINE, OPTOMETRY, PHARMACY AND VETERINARY SCIENCE)

Students intending to take up studies in these areas are advised to include at least two units of Mathematics, Chemistry and either Physics or Biology in their HSC program and any two units of English.

Some institutions prefer the combination of Chemistry and Physics while others may have no preference provided Mathematics and Chemistry are included.

NURSING

Students intending to undertake nursing studies are generally advised to include at least two units of Mathematics (not General Mathematics) and studies in Science, preferably Chemistry and Biology and/or Physics.

SCIENCE/APPLIED SCIENCE/TECHNOLOGY

Most courses in applied sciences are three year or four year professional courses which involve the study of Mathematics, Chemistry, Physics and either Biology or Geology in first year. HSC Mathematics Extension 1 is assumed knowledge for courses in Technologies such as Textiles and Metallurgy. Mathematics is acceptable in areas such as Food Technology, and Agricultural and Rural Sciences. Most science courses require students to have studied as much Science and Mathematics (not General Mathematics) as they can effectively handle. If possible, include both Chemistry and Physics in your HSC program.

SOCIAL SCIENCES

Social sciences may include the study of Economics, Education, Geography, Law, Psychology and Sociology. Mathematics (not General Mathematics) may be required for some subjects.

SOCIAL WORK/WELFARE WORK

Most courses in these areas do not require a particular program of study at secondary school although a minimum score in English may be required by some institutions. If Psychology is included as part of the course, then Mathematics (not General Mathematics) is strongly recommended.

TOURISM/HOSPITALITY MANAGEMENT/EVENT MANAGEMENT

Most courses in these areas do not require a particular program of study at secondary school although Economics may be useful. Some courses also require a minimum level of English. Some institutions require work experience in customer services as a prerequisite.

SCHEDULE

CREATIVE & PERFORMING ARTS

SUBJECT: DRAMA

COURSE FEE: \$40

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Students study the practices of making, performing and critically studying in drama. Students engage with these components through collaborative and individual experiences.

PRELIMINARY COURSE

Content comprises an interaction between the components of improvisation, playbuilding and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Improvisation, playbuilding, acting
- Elements of production in performance
- Theatrical traditions and performance styles

Making 40%

Performing 30%

Critically Studying 30%

HSC COURSE

- Australian drama & theatre (Core content)
- Studies in drama and theatre
- Group performance (Core content)
- Individual project

HSC COURSE CONTENT

Australian drama and theatre and studies in drama and theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The **Group Performance** of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the **Individual Project** students demonstrate their expertise in a particular area. They choose one project from critical analysis or design or performance or script-writing or video drama.


PARTICULAR COURSE REQUIREMENTS:

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The individual project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing individual project design or critical analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in drama in the written component or in any other HSC course when choosing individual projects.

ASSESSMENT HSC COURSE ONLY:

| External Assessment | | Internal Assessment | |
|---|----|--|------------------------|
| Group presentation (Core) | 30 | Australian Drama and Theatre: - Significant plays of the 20 th century | 40 Making |
| Individual Project | 30 | Development of Group Performance | 30 Performing |
| A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre (Core) studies in Drama and Theatre | 40 | Development of Individual Project | 30 Critically studying |

SUBJECT: ENTERTAINMENT COURSE FEE \$ 40

| | | | |
|---|--|--|--|
|  | | 2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Public Schools NSW, Macquarie Park RTO 90222 | |
| Course:-Entertainment Industry Board Developed Course (240 hour) 26401 | | 2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR) Statement | |
| By enrolling in a VET qualification with Public Schools NSW, Wagga Wagga, RTO 90333, 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 CUA30420 - Certificate III in Live Production and Technical Services . 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 the full qualification, students must achieve all 15 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 THE ENTERTAINMENT INDUSTRY. THEY SHOULD BE ABLE TO USE A PERSONAL DIGITAL DEVICE INCLUDING A PERSONAL COMPUTER OR LAPTOP. | | | |
| Creative Arts and Culture Training Package (CUA) Units of Competency | | | |
| 2 x Core units CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry | | 10 x Elective units CPCCWHS1001 Prepare to work safely in the construction industry CUAWHS312 Apply work health and safety practices CUASOU331 Undertake live audio operations CUALGT311 Operate basic lighting CUASTA212 Assist with bump in and bump out of shows SITXCCS006 Provide service to customers CUASOU306 Operate sound reinforcement systems CUAVSS312 Operate vision systems CUASTA311 Assist with production operations for live performances CUASMT311 Work effectively backstage during performances | |
| 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 Live production and Technical Services Industry involves: Technical Production and Customer (client) Service | | Teamwork , Using Digital Technologies and Creating Documents | |
| Examples of occupations in the Live Production and Technical Services Industry: There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems | | | |
| 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. The HSC specialisation study includes an additional 60 hours of course work. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment Industry 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: \$40 Crew Shirt \$30 | | White Card: \$ 120. White Card to be delivered by external provider | |
| Course contributions are made to cover the cost of a crew shirt and to cover the costs of consumables and materials. Refund Arrangements on a pro-rata basis. | | | |
| Exclusions: VET course exclusions can be checked on the NESA website . | | | |

SUBJECT: MUSIC 1

COURSE FEE: \$59

2 Units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2

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

MAIN TOPICS COVERED:

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

Performance 25%

Composition 25%

Musicology 25%

Aural 25%

PARTICULAR COURSE REQUIREMENTS:

HSC COURSE

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

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

ASSESSMENT HSC COURSE ONLY:

| External Assessment | | Internal Assessment | |
|---|--------|---------------------|----|
| Aural - 1 hour written exam | 30 | Core performance | 10 |
| Core performance (one piece) Electives: | 10 | Core composition | 10 |
| Three electives from each of 3 topics: | | Core musicology | 10 |
| • Performance (one piece) and/or | 20each | Core aural | 25 |
| • Composition (submit 1 composition) and/or | | 3 Electives | 45 |
| • Musicology (one viva voce) | | | |

For example:

Example 1

TOPIC 1 - Performance

TOPIC 2 - Performance

TOPIC 3 - Performance

Example 2

TOPIC 1 - Performance

TOPIC 2 - Composition

TOPIC 3 - Performance

Example 3

TOPIC 1 - Musicology

TOPIC 2 - Musicology

TOPIC 3 - Performance

PLAYING AN INSTRUMENT IS PREFERABLE BUT BEGINNERS AND EXPERIENCED PLAYERS ARE WELCOME.

READING MUSIC AND THE THEORY OF WRITTEN MUSIC ARE NOT A NECESSARY PART OF THIS COURSE, ALTHOUGH THEY ARE AN ASSET TO STUDY.

SUBJECT: MUSIC 2**COURSE FEE: \$59**

2 Units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: Music additional study course (or equivalent)**Exclusions:** Music 1

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

Performance 25%

Composition 25%

Musicology 25%

Aural 25%

MAIN TOPICS COVERED:

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. In the Preliminary course the mandatory topic is music 1600 – 1900. In the HSC course the mandatory topic is music of the last 25 years (Australian focus).

PARTICULAR COURSE REQUIREMENTS:

In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

ASSESSMENT HSC COURSE ONLY:

| External Assessment | | Internal Assessment | |
|---|----|---------------------|----|
| Core performance (one piece reflecting the mandatory topic) | 15 | Performance | 20 |
| Sight singing | 5 | Composition | 20 |
| Core composition (reflecting mandatory topic) | 15 | Musicology | 20 |
| A one and a half hour written examination paper – musicology/aural skills | 35 | Aural | 20 |
| One Elective – reflecting: | 30 | Elective, one of : | 20 |
| • Additional topic | | • Performance | |
| • Performance (2 pieces), or | | • Composition | |
| • Submitted composition, or | | • Musicology | |
| • Submitted essay | | | |

SUBJECT: HSC MUSIC EXTENSION (YEAR 12)

1 Unit / 60 hour course

NESA Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2)**Exclusions:** Music 1

The HSC music extension course builds on music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

PARTICULAR COURSE REQUIREMENTS:

Students selecting composition or musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

ASSESSMENT HSC COURSE ONLY:

| External Assessment | | Internal Assessment | |
|---|----|---|----|
| Performance (50) Three contrasting pieces, one of which must be an ensemble | | Performance (50) Two assessment tasks | |
| Ensemble | 20 | Task 1 | 25 |
| Solo 1 | 15 | Task 2 | 25 |
| Solo 2 | 15 | or | |
| or | | Composition Two assessment tasks | |
| Composition (50) Two original compositions (to be submitted to NESA) | | Task 1 | 25 |
| Piece 1 | 25 | Task 2 | 25 |
| Piece 2 | 25 | or | |
| or | | Musicology Two assessment tasks | |
| Musicology (50) One extended essay (to be submitted to NESA) | | Task 1 | 25 |
| | 50 | Task 2 | 25 |

ENGLISH

SUBJECT: ENGLISH STUDIES

2 Units in Preliminary and HSC

NESA Developed Course

Prerequisites: ROSA Year 10

Exclusions: EAL/D, Standard, Advanced

Course description: In the English studies course students consolidate their language, literacy and literature skills through responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from various contexts.

Who should apply: Students who are seeking a more practical approach to Senior English with course modules that cater learning to student needs, interests, abilities, career aspirations and personal circumstances. Students who are looking at alternatives to the rigour of the Standard English course and are going to TAFE, the workforce, or apprenticeship after Year 12. Use teacher recommendation and results between 0-50% in Year 10 to guide choice. About 15% of state students sit English Studies.

Important Notes: Students who decide to sit an optional HSC English Studies examination will be eligible for an HSC and the examination may be included in the calculation of their ATAR. Students who do not sit the exam will be eligible for an HSC if they meet all other requirements. Grades A—E will be used in school-based assessment instead of assessment marks. English Studies is a category B subject. For students to receive an ATAR students can have no more than 2 category B subjects to be eligible for an HSC. Please ensure you discuss options with the Career's Advisor if you want an ATAR.

MAIN TOPICS COVERED:

| Preliminary | HSC |
|--|---|
| Mandatory Module – <i>Achieving through English</i>: Practical competence for education, work and community. Modules: 2 modules selected based on student need, interest and skill. | Common Module - <i>Texts and Human Experiences</i>: Analysis of prescribed text <u>Billy Elliot</u> in relation to individual and collective experiences. Modules: 2 modules selected based on student need, interest and skill. |

Course requirements: In Year 12 students have ONE PRESCRIBED TEXT from the Common Module, read and compose a wide range texts and develop a portfolio of texts they have planned, drafted, edited and engage with the community.

ASSESSMENT HSC COURSE:

| | Mark | Internal Assessment | Grade |
|---|-----------|---------------------------------------|-------|
| HSC Exam – 2 hr 30 min (Written) | 70 | AT1: Common Module: Critical Essay | 30% |
| Common Module (Short Answer) | 20 | AT2: Elective Response: Essay | 20% |
| Common Module (Essay) | 20 | AT3: Trial HSC – 2hr 30 min (Written) | 20% |
| Elective Module (Essay) | 15 | AT4: Writing Skills Portfolio | 30% |
| Writing Skills (Creative) | 15 | | |

SUBJECT: ENGLISH STANDARD

2 Units in Preliminary and HSC

NESA Developed Course

Prerequisites: ROSA Year 10

Exclusions: EAL/D, Standard, Advanced

Course description: In the preliminary English Standard course students develop their expertise in English and consolidate their literacy skills in order to enhance their personal, social, educational and vocational lives. In the HSC English standard course students refine their composition of and responses to a range of texts in order to be effective, creative and confident communicators.

Who should apply: Standard is the standard choice for Year 12 students with about 50% of state completing the subject at an HSC level. English Standard is designed for all students wishing to increase their expertise in English and consolidate their skills. It is recommended for students who do not need Advanced as a prerequisite for university courses. Use teacher recommendation and results in Year 10 between 50% and 80% to guide choice.

MAIN TOPICS COVERED:

| Preliminary | HSC |
|---|--|
| Common Module – Reading to Write: Students explore the ways in which texts shape the way we read and write | Common Module - Texts and Human Experiences: Analysis of prescribed text <u>The Crucible</u> in relation to individual and collective experiences. |
| Module A – Contemporary Possibilities: Students explore how new media and technologies shape the way meaning is created. | Module A – Language, identity and culture: Students consider how visual text <u>One Night and the Moon</u> shapes their self-perception and ideas about place. |
| Module B – Close Study of Literature: Students analyse one substantive text in depth to develop a personal response. | Module B – Close Study of Literature: Students analyse one substantive text <u>The Curious Incident of the Dog In the Night-time</u> in depth to develop a personal response. |
| | Module C – Students develop their skills as imaginative, discursive and persuasive writers. |

Course requirements: In Year 12 students must study at least THREE TYPES OF PRESCRIBED TEXTS from the following combinations prose fiction/print nonfiction and poetry/drama and film/media. Underlined are the school's selection. Students must study ONE RELATED text in the common module.

ASSESSMENT HSC COURSE:

| External Assessment | 50% | Internal Assessment | 50% |
|------------------------------|------------|-------------------------------------|-----|
| Paper 1 (1 ½ hours) | 40% | AT1: Common Module: Multimodal task | 20% |
| Common Module (short answer) | 20% | AT2: Module A: Comparative essay | 15% |
| Common Module (essay) | 20% | AT3: Trial HSC exam (written) | 30% |
| | | Paper 1: 1 hr 30 min | |
| Paper 2 (2 Hours) | 60% | Paper 2: 2 hr | |
| Module A (essay) | 20% | AT4: Module B and C Portfolio | 35% |
| Module B (essay) | 20% | | |
| Module C (creative) | 20% | | |

SUBJECT: ENGLISH ADVANCED

2 Units in Preliminary and HSC

NESA Developed Course

Prerequisites: ROSA Year 10

Exclusions: EAL/D, Standard, Studies

Course description: In the Preliminary English Advanced course students continue to explore opportunities that are offered by challenging texts to investigate complex, evocative ideas, to evaluate, emulate and employ powerful creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students who select this course can take the extension course (1U) to add to their study.

Who should apply: English Advanced is designed for students to undertake the challenge of higher-order thinking and students should be able to apply critical and creative skills in order to develop their academic achievement through complex texts. English Advanced is the most rigorous 2-unit English subject and is therefore by teacher recommendation only and for students who achieve results between 80-100% in Year 10 English. Those without a recommendation must have a personal interview with the Head Teacher of English.

MAIN TOPICS COVERED:

| Preliminary | HSC |
|--|--|
| Common Module – Reading to Write: Students explore the ways in which texts shape the way we think, read and write | Common Module – Texts and Human Experiences: Analysis of prescribed text <u>The Merchant of Venice</u> in relation to individual and collective experiences. |
| Module A – Narratives that shape our world: Students explore the power of storytelling across a range of narratives. | Module A – Textual Conversations: A comparative study between Keats and <u>Bright Star</u> and analysis of how texts mirror, align or collide in their reimagining. |
| Module B – Critical Study of Literature: Students analyse one substantive text in depth to develop critical personal response. | Module B – Critical Study of Literature: Students critically analyse one substantive text <u>An Artist of the Floating World</u> to develop personal response. |
| | Module C – Students develop their skills and confidence as imaginative, discursive, persuasive and reflective writers. |

Course requirements: In Year 12 students must study at least FOUR TYPES OF PRESCRIBED TEXTS including a Shakespearean drama and a text each from the following combinations prose fiction/print nonfiction, poetry/drama, and film/media. Underlined are the school's selection. Students must study ONE RELATED text in the common module.

ASSESSMENT HSC COURSE ONLY:

| External Assessment | 50% | Internal Assessment | 50% |
|------------------------------|------------|-------------------------------------|-----|
| Paper 1 (1 ½ hours) | 40% | AT1: Common Module: Multimodal task | 20% |
| Common Module (short answer) | 20% | AT2: Module A: Comparative essay | 15% |
| Common Module (essay) | 20% | AT3: Trial HSC exam (written) | 30% |
| Paper 2 (2 Hours) | 60% | Paper 1: 1 hr 30 min | |
| Module A (essay) | 20% | Paper 2: 2 hr | 35% |
| Module B (essay) | 20% | AT4: Module B and C Portfolio | |
| Module C (creative) | 20% | | |

**SUBJECT: PRELIMINARY ENGLISH EXTENSION
HSC ENGLISH EXTENSION 1
HSC ENGLISH EXTENSION 2**

1 Unit each in Preliminary and HSC

NESA Developed Course

Prerequisites: Advanced English for Extension 1 and HSC Extension 1 for Extension 2

Course descriptions and who should apply:

Preliminary and HSC English Extension: students explore the ways in which texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways. For students seeking to complete literature at the University level, with teacher recommendation and results in Year 10 of 85-100%. Those without a recommendation must have a personal interview with the Head Teacher of English.

HSC English Extension 2: students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their major work journal and reflection statement. For students who have a deep passion and skill in writing who are self-directed in their learning.

MAIN TOPICS COVERED:

| Preliminary Extension 1 | HSC Extension 1 |
|--|---|
| Common Module – <i>Texts, Culture and Value</i>: 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. | Common Module – <i>Literary Worlds</i>: students explore, investigate, experiment with and evaluate the ways texts represent the complexity of individual and collective lives in literary worlds. |
| | Elective – <i>Worlds of Upheaval</i>: students explore, analyse and evaluate textual representations of the experiences of others and how values are presented and reflected in texts <u>Frankenstein</u> , <u>Waiting for Godot</u> and <u>Metropolis</u> . |
| | HSC Extension 2 The course requires students to complete a major work and reflection statement. Students maintain a learning journal. |

Course Requirements: In Year 12 English Extension 1 students must study THREE prescribed texts and TWO related texts of their own choice. In English Extension 2 students complete a major work, reflection statement, and journal.

ASSESSMENT HSC EXTENSION 1 AND 2:

| Extension 1 External Assessment | 50% | Extension 1 Internal Assessment | 50% |
|---|-----|---------------------------------------|-----|
| HSC Exam – 2 hours (written) | | AT1: Critical Essay | 30% |
| Common Module: Response | 50% | AT2: Multimodal Task | 40% |
| Elective: Critical essay | 50% | AT3: Trial HSC exam 2 hours (written) | 30% |
| Extension 2 External Assessment | 50% | Extension 2 Internal Assessment | 50% |
| Submission of major work and reflection statement (due T3 W5) | 50% | AT1: Viva Voce | 30% |
| | | AT2: Literature Review | 40% |
| | | AT3: Critique of process | 30% |

SUBJECT: ENGLISH EAL/D COURSE

2 Units for each of Preliminary and HSC NESA Developed Course

Exclusions: English (standard) course, English (advanced) course, English extension. Eligibility rules apply. Please ask your teacher to check the NESA's *ACE Manual*.

COURSE ENTRY REQUIREMENTS

The English EALD course may be studied by students whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency. EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

An EALD Eligibility Declaration form must be completed for any student seeking entry to the course.

PRELIMINARY COURSE:

Students are required to study 3 to 4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules for study are set out in the table below:

| Year 11 Course (120 Hours) | English /EAL/D | Indicative Hours |
|-------------------------------|--|------------------|
| | Module A: Language and Texts in Context. | 30 hours |
| | Module B: Close Study of Text. | 30 hours |
| | Module C: Texts and Society | 30 hours |
| | Optional teacher- developed module | up to 30 hours |
| Text requirements | There are no prescribed texts for Year 11. Students are required to : <ul style="list-style-type: none">• Study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet• Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts• Engage in regular wide reading connected to and described in, each of the modules• Engage in speaking and listening components in each module | |
| Hours | Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students if required. | |

Year 11 English EAL/D School-based Assessment Requirements

| Component | Weightings |
|--|------------|
| Knowledge and understanding of course content | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- only one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening.

YEAR 12 COURSE STRUCTURE AND REQUIREMENTS

| Year 12 course (120 hours) | English EAL/D | Indicative hours |
|-------------------------------|---|------------------|
| | Module A: Texts and Human Experiences | 30 |
| | Module B: Language, Identity and Culture | 30 |
| | Module C: Close Study of Text | 30 |
| | Focus on Writing (studied concurrently with the above modules) | 30 |
| Text requirements | Students are required to closely study three types of prescribed texts , one drawn from each of the following categories: <ul style="list-style-type: none">• prose fiction• poetry OR drama• film OR media OR nonfiction The selections of texts for the focus on writing the module do not contribute to the required pattern of prescribed texts for the course. | |

For the **English EAL/D Year 12** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Module A first
- complete Modules B and C over the course of the year
- complete the Focus on Writing module concurrently with Modules A, B and C, throughout the year
- engage in speaking and listening components in each module

YEAR 12 ENGLISH EAL/D SCHOOL-BASED ASSESSMENT REQUIREMENTS

| Component | Weightings |
|--|------------|
| Knowledge and understanding of course content | 50% |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% |

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening

HSIE

SUBJECT: ANCIENT HISTORY

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Ancient history involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the:

PRELIMINARY AND HSC COURSES.

The Preliminary course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites;
- archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

The Preliminary course provides a background for the students more specialised HSC studies. In the HSC course, students use archaeological and written evidence to investigate ancient Pompeii and Herculaneum, a personality, an ancient society and a historical period.

MAIN TOPICS COVERED

PRELIMINARY COURSE

PART I – 40%

Investigating the past: history, archaeology and science

Case Studies – Preserved bodies, Boudicca's revolt, Homer and the Trojan War, Masada, Tutankhamun's Tomb

PART II - 40%

Features of ancient societies: Greek and Roman slavery

PART III – 20%

Historical Investigation: A personal topic chosen and developed by each student from within the topics covered in the course. It could be done in a group if so desired.

HSC COURSE

PART I CORE: -25%

Ancient Pompeii and Herculaneum

PART II ANCIENT SOCIETY: - %25

Greek: one of: Minoan, Spartan or Athenian

PART III PERSONALITY: - %25

Hatshepsut or Xerxes or Agrippina

PART IV HISTORICAL PERIOD: - %25

One from:

EGYPT: New Kingdom Egypt to the Death of TuthmosisIV

GREECE: Greece from 500BC – 440BC

ROME: Augustus 31BC – AD14 OR The Julio Claudians 14-69AD

Other options may be decided by class and teacher

ASSESSMENT HSC COURSE ONLY: ANCIENT HISTORY

| External Assessment | | Internal Assessment | |
|--|----|--|----|
| Section I Core Pompeii - Short answer responses | 25 | Knowledge and understanding of course content | 40 |
| Section II Ancient Societies - Extended Response | 25 | Historical Skills & analysis | 20 |
| | | Historical inquiry & research | 20 |
| Section III Personalities - Extended Response | 25 | Communication of historical understanding in appropriate forms | 20 |
| Section IV Historical Periods - Extended Response | 25 | | |

SUBJECT: BUSINESS STUDIES

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Business studies investigates the role, operation and management of businesses within our society. Students are required to examine contemporary business issues and investigate aspects of business using hypothetical situations and actual business case studies.

The Preliminary course examines the above with a focus on small to medium enterprises whereas in the Higher School Certificate course the focus is large businesses, any of which operate at a global scale.

Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Nature of business 20% of course time
- Business planning 40% of course time
- Business management 40% of course time

HSC COURSE

- Operations 25% of course time
- Marketing 25% of course time
- Finance 25% of course time
- Human resources 25% of course time

ASSESSMENT HSC COURSE ONLY:

| External Assessment | | Internal Assessment | |
|---|----|--|----|
| Section I Objective response question | 20 | Knowledge and understanding of course content | 40 |
| Section II Short-answer questions 40 | 40 | Stimulus-based skills | 20 |
| | | Inquiry and research | 20 |
| Section III Candidates answer one extended response question in the form of a business report | 20 | Communication of business information, ideas and issues in appropriate forms | 20 |
| Section IV Candidates answer one extended response question | 20 | | |

SUBJECT: ECONOMICS

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Introduction to economics 10% of course time
- Consumers and business 10% of course time
- Markets 20% of course time
- Labour markets 20% of course time
- Financial markets 20% of course time
- Government in the economy 20% of course time

HSC COURSE

- The Global economy 25% of course time
- Australia's place in the global economy 25% of course time
- Economic issues 25% of course time
- Economic policies and management 25% of course time

ASSESSMENT HSC COURSE ONLY:

| External Assessment | 100% | Internal Assessment | 100% |
|--|-------------|-----------------------------|-------------|
| A three hour written examination: | | Tests/Exams | 50% |
| Comprised of multiple choice | 20% | Research, investigation and | 30% |
| Short answer questions | 40% | communication | |
| Two extended responses (20 marks each) | 40% | Stimulus based skills | 20% |

SUBJECT: GEOGRAPHY

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

The senior geography course investigates the world to provide a description and interpretation of the varied character of the earth and its people. The study of geography allows students to develop an ability to recognise and understand environmental change and the interactions which take place in the world. The senior geography course aims to stimulate a natural curiosity about how and why the world's people and their environment are so varied. The **Preliminary course** focuses on an investigation of biophysical processes, an understanding of how these processes contribute to sustainable development and the social, cultural, economic, political and environmental challenges occurring in the world. There is also a senior geography project to be undertaken where students select and investigate a geographical issue of their own choice.

The **HSC course** focuses on investigating ecosystems at risk, their management and protection; world cities, mega cities and the economic activities of people on a local and global scale. Students choosing to study geography will work towards developing competencies in collecting, analysing, organising and communicating information, problem solving, planning and organising activities and using technology.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

Biophysical studies 45% of course time

Global studies 45% of course time

The senior geography project 10% of course time

HSC COURSE

Ecosystems at risk 33% of course time

Urban places 33% of course time

People and economic activity 33% of course time

Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.

PARTICULAR COURSE REQUIREMENTS:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

ASSESSMENT HSC COURSES ONLY:

The mandatory component and weightings for the HSC course are set out below. The internal assessment mark submitted to NESA is to be based on the HSC course only.

| External Assessment | | Internal Assessment | |
|--|----|--|----------|
| Section I Objective response question | 20 | Knowledge and understanding of course content | 40 |
| Section II Short-answer questions | 40 | Geographical skills & tools Geographical Inquiry and research | 20 20 |
| Section III Candidates answer three (3) extended response questions from stimulus material | 40 | Communication of geographic information, ideas and issues in appropriate forms | 20 |

SUBJECT: MODERN HISTORY

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

The **Preliminary course** is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.

The **HSC course** is designed for students to investigate national and international forces for change and continuity in the twentieth century through 4 major studies.

Main Topics Covered:

Students are required to study Parts I, II and III of the course

Preliminary Course

Part I: Investigating Modern History – The nature of Modern History 50%

- **The Contestability of the Past –**
The sinking of the Lusitania; Pearl Harbour.
- **Case Studies**
At least TWO case studies should be undertaken:
One from Australia, Europe, North America: The Trans-Atlantic Slave Trade
One from the Asia Pacific: Meiji Restoration in Japan

Part II: Historical Investigation 20%

Students will investigate a case study of their own, an aspect of a case study or an aspect of the Preliminary core study.

Part III: The Shaping of the Modern World: World War I 30%

HSC Course (120 hours indicative)

Students are required to study Parts I, II, III and IV of the course.

Part I: Core Study: Power and Authority in the Modern World 1919-1946 25%

Part II: ONE National Study: USA 1919-1941 25%

Part III: ONE Study in Peace and Conflict: Conflict in the Pacific 1937-1951 25%

Part IV: Change in the Modern World Nuclear age 1945-2011 25%

ASSESSMENT HSC COURSE ONLY:

Assessment: HSC Course only

| External Assessment | 100% | Internal Assessment | 100% |
|---|------|---------------------|------|
| <u>A three hour written examination in three parts:</u> | | Core Study | 20% |
| Multiple choice | 20% | National Study | 25% |
| Short answers | 30% | Trial HSC | 30% |
| Essays | 50% | Change Study | 25% |

SUBJECT: HISTORY EXTENSION (YEAR 12)

1 Unit for HSC

NESA Developed Course

The HSC History extension course is to enable 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 further develops students' understanding of how historians work. The focus of the course is not on content alone, although an understanding of content is important. Rather than simply extending students' knowledge of a particular period or event in history, 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.

MAIN TOPICS COVERED:

PART I: WHAT IS HISTORY?

Percentage of course time: 60%

Students use historical debates from one case study and a source book of historical readings to investigate the question

'What is history?' through the key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

PART II: HISTORY PROJECT

Percentage of course time: 40% Students learn historical skills of:

- developing a proposal for a historical investigation
- locating, selecting, analysing, synthesising and evaluating information from a range of historical sources
- presenting research findings through a well-structured historical text
- appropriate referencing
- preparing a bibliography
- reviewing key sources
- reflecting on process and product

and apply the skills by designing and conducting their own historical investigation.

ASSESSMENT HSC COURSES ONLY:

| External Assessment | | Internal Assessment | |
|--|----|---|----|
| Section I Extended response | 50 | Knowledge and understanding of significant historical ideas and processes | 40 |
| Section II Extended response | 50 | Skills in designing, undertaking and historical inquiry and analysis | 60 |

SUBJECT: LEGAL STUDIES

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

The Preliminary course develops student knowledge and understanding about the nature and social functions of law and law making. The development of Australian and international legal systems, and the specific nature of the Australian constitution and the role of the individual are also a feature of Year 11. Students are engaged in investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives, in particular areas of Law reform.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform and whether our current laws achieve just outcomes for a range of stakeholders.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- The Legal system 40% of course time
- The individual and the Law 30% of course time
- Law in practice 30% of course time

HSC COURSE

- Crime 30% of course time
- Human rights 20% of course time
- Additional option studies 50% of course time

Two chosen from consumers, families, global environments, Indigenous people, shelter, workplace, world order. **Key themes incorporated across all topics:** justice, law & society, culture, values and ethics, conflict and co-operation, continuity and change, legal processes and institutions, effectiveness of the legal system.

PARTICULAR COURSE REQUIREMENTS:

No special requirements

ASSESSMENT HSC COURSE ONLY:

| External Assessment | | Internal Assessment | |
|---|----|---|----------|
| Section I Objective response question | 20 | Knowledge and understanding of course content | 40 |
| Section II Part A - Crime Part B – Human Rights | 30 | Analysis & Evaluation Inquiry and research | 20 20 |
| Section III Candidates answer two(2) extended response questions in the form of a 1000 word essay | 50 | Communication of legal information, ideas and issues in appropriate forms | 20 |

SUBJECT: SOCIETY AND CULTURE

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Society and culture deals with the investigation of Australian and global societies in relation to concepts of environment, time and culture. Students engage in both secondary and primary methods of research to construct their own perspectives of the complex world in which we live. There is a strong cross-cultural component across both Year 11 and Year 12. Students also are required to write a Personal Interest Project, which develops social understanding and offers a 'taste' of the academic study of the humanities. Students find this a rewarding and personally relevant course which gives them a new, informed perspective on their social world.

MAIN TOPICS COVERED:

PRELIMINARY COURSE (120 indicative hours)

- The social and cultural world: 30% of course time
- Personal and social identity 40% of course time
- Intercultural communication 30% of course time

HSC COURSE (120 indicative hours)

Core:

- The Personal Interest Project 30% of course time
- Social and cultural continuity and change 30% of course time

DEPTH STUDIES: 40% of course time

TWO to be chosen from:

- Popular culture – Surfing and Anime
- Belief systems
- Social inclusion and exclusion – ATSi focus
- Conformity and non-conformity

PARTICULAR COURSE REQUIREMENTS:

No special requirements

ASSESSMENT HSC COURSE ONLY:

| External Assessment | % | Internal Assessment | % |
|---------------------------------|----------|--|----------|
| A two hour written examination | 60 | Oral – PIP Proposal | 20 |
| Personal Interest Project (PIP) | 40 | Application of methodological skills - Essay | 25 |
| | | Multi-Media | 20 |
| | | Trial HSC | 35 |

LANGUAGES

SUBJECT: CHINESE BEGINNERS

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Chinese Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual.

The Chinese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Chinese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary 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 HSC course students will extend and refine their communication skills in Chinese in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

MAIN TOPICS COVERED:

The Personal World and the Chinese-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|-------------------------------|----|---------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1: Listening | 30 | Reading | 30 |
| Section 2: Reading | 30 | Writing | 20 |
| Section 3: Writing in Chinese | 20 | Speaking | 20 |

SUBJECT: CHINESE CONTINUERS

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Chinese Beginners

Prerequisites: 200-300 hours study of the language or equivalent

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. The students' skills in, and knowledge and understanding 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.

MAIN TOPICS COVERED

Themes:

- the individual
- the Chinese-speaking communities
- the changing world

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Chinese-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as youth issues and, tourism and hospitality.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|--------------------------------------|----|---------------------|----|
| Oral Examination | 20 | Listening | 30 |
| Written Examination | | Reading | 30 |
| Section 1 – Listening and Responding | 25 | Speaking | 20 |
| Section 2 – Reading and Responding | 40 | Writing | 20 |
| Section 3 - Writing | 15 | | |

SUBJECT: CHINESE AND LITERATURE

2 Units for each of Preliminary and HSC

NESA Developed Course

The *Chinese and Literature course* is designed for students with a cultural and linguistic background in Chinese.

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

MAIN THEMES COVERED:

- The Individuals and communities
- Youth culture
- Overseas Chinese-speaking communities
- Global issues

The aims of the syllabus are to develop students:

- ability to use Chinese to communicate with others
- understanding and appreciation of the cultural contexts in which Chinese is used
- ability to reflect on their own and other cultures
- understanding of language as a system
- opportunities to make connections between Chinese and English and/or other languages
- cognitive, learning and social skills
- potential to apply Chinese to work, further study, training or leisure.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|--------------------------------------|----|---------------------|----|
| Written Examination | | Listening | 20 |
| Section 1 – Listening and Responding | 20 | Reading | 40 |
| Section 2 – Reading and Responding | 55 | Speaking | 10 |
| Section 3 – Writing | 25 | Writing | 30 |

SUBJECT: FRENCH BEGINNERS

WORKBOOK FEE: \$45

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: French Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE manual.

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

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

MAIN TOPICS COVERED:

The Personal World and the French-speaking Communities

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|-----------------------------|----|----------------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening | 30 | Reading | 30 |
| Section 2 Reading | 30 | Writing | 20 |
| Section 3 Writing in French | 20 | Speaking | 20 |

SUBJECT: FRENCH CONTINUERS

WORKBOOK FEE: \$45

2 Units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: French Beginners

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. The students' skills in, and knowledge and understanding of, French 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 French-speaking communities through the study of a range of texts.

MAIN TOPICS COVERED:

Themes:

- the individual
- the French-speaking communities
- the changing world

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the French-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as travel and tourism, current issues and the young person's world.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|------------------------------------|----|---------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening and Responding | 25 | Reading | 30 |
| Section 2 Reading and Responding | 40 | Writing | 20 |
| Section 3 Writing in French | 15 | Speaking | 20 |

SUBJECT: ITALIAN BEGINNERS

WORKBOOK FEE: \$30

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Italian Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual.

The Italian Beginners Stage 6 course is a two year course, which has been designed for students who wish to begin their study of Italian at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Italian language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

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

MAIN TOPICS COVERED

The personal world and the Italian-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|------------------------------|----|----------------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening | 30 | Reading | 30 |
| Section 2 Reading | 30 | Writing | 20 |
| Section 3 Writing in Italian | 20 | Speaking | 20 |

SUBJECT: ITALIAN CONTINUERS

WORKBOOK FEE: \$30

2 Units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: Italian Beginners

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. The students' skills in, and knowledge and understanding of, Italian 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 Italian-speaking communities through the study of a range of texts.

MAIN TOPICS COVERED:

Themes:

- the individual
- the Italian-speaking communities
- the changing world

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Italian-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as communication, tourism and hospitality and Italian influence.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

| External Examination | | Internal Assessment | |
|------------------------------------|----|---------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening and Responding | 25 | Reading | 30 |
| Section 2 Reading and Responding | 40 | Writing | 20 |
| Section 3 Writing in Italian | 15 | Speaking | 20 |

SUBJECT: JAPANESE BEGINNERS

WORKBOOK FEE: \$45

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Japanese in Context; Japanese and Literature.
Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

The Japanese Beginners Stage 6 course is a two year course, which has been designed for students who wish to begin their study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

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

MAIN TOPICS COVERED:

The Personal world and The Japanese-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|-------------------------------|----|----------------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening | 30 | Reading | 30 |
| Section 2 Reading | 30 | Writing | 20 |
| Section 3 Writing in Japanese | 20 | Speaking | 20 |

SUBJECT: JAPANESE CONTINUERS

WORKBOOK FEE: \$45

2 Units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: Japanese Beginners; Japanese in Context; Japanese and Literature.

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. The students' skills in, and knowledge and understanding 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.

MAIN TOPICS COVERED:

Themes:

- the individual
- the Japanese-speaking communities
- the changing world

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Japanese-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

PARTICULAR COURSE REQUIREMENTS:

All themes listed in the syllabus must be studied for the HSC.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|------------------------------------|----|---------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening and Responding | 25 | Reading | 30 |
| Section 2 Reading and Responding | 40 | Writing | 20 |
| Section 3 Writing in Japanese | 15 | Speaking | 20 |

SUBJECT: SPANISH BEGINNERS

WORKBOOK FEE: \$45

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Spanish Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual.

The Spanish Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Spanish at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Spanish language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

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

MAIN TOPICS COVERED:

The Personal World and the Spanish-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|------------------------------|----|---------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening | 30 | Reading | 30 |
| Section 2 Reading | 30 | Writing | 20 |
| Section 3 Writing in Spanish | 20 | Speaking | 20 |

SUBJECT: SPANISH CONTINUERS

WORKBOOK FEE: \$45

2 Units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: Spanish Beginners

The Preliminary and HSC courses have, as their organisational focuses, themes and associated topics. The students' skills in, and knowledge and understanding of, Spanish will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The students will also gain an insight into the culture and language of Spanish-speaking communities through the study of a range of texts.

MAIN TOPICS COVERED:

Themes:

- the individual
- the Spanish-speaking communities
- the changing world

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Spanish-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as communication, tourism and hospitality and Spanish influence.

PARTICULAR COURSE REQUIREMENTS:

No special course requirements

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|------------------------------------|----|---------------------|----|
| Oral Examination | 20 | Component | |
| Written Examination | | Listening | 30 |
| Section 1 Listening and Responding | 30 | Reading | 30 |
| Section 2 Reading and Responding | 30 | Writing | 20 |
| Section 3 Writing in Spanish | 20 | Speaking | 20 |

SUBJECT: MATHEMATICS

Mathematics forms a part of a well-rounded education. Although not compulsory in Years 11 and 12, the study of mathematics builds logical, problem-solving capacity and analytical thinking skills, applicable in many varied situations and careers. For those who do decide to take mathematics courses in Year 11, three courses are available – Mathematics Standard is a non-calculus course and Mathematics Advanced and Mathematics Extension 1 are calculus based courses.

Students intending to go to university to study any kind of STEM degree (science, technology, engineering, mathematics) should choose Mathematics Advanced and are advised to include Mathematics Extension 1 in Years 11 and 12.

Mathematics Standard is aimed at students who wish to continue with their study of mathematics in Years 11 and 12 to gain a better understanding and application of mathematics and numeracy in real world situations. It is suitable for a wide range of future career options, including many different trades requiring financial, statistical and practical problem-solving capabilities. Mathematics Standard will not prepare you for a science, medicine, engineering or mathematics degree.

ASSESSMENT COMPONENTS AND WEIGHTINGS FOR MATHEMATICS, ADVANCED, EXTENSION 1 AND EXTENSION 2

PRELIMINARY COURSES

The suggested components and weightings for the Preliminary courses are set out below

| Component | Weighting % |
|--|--------------------|
| Understanding fluency and communication | 50 |
| Problem solving, reasoning and justification | 50 |
| | 100 |

HSC COURSES

The mandatory components and weightings for the HSC courses are set out below. For Mathematics Advanced, Mathematics Extension 1, the internal assessment mark submitted to NESA may be based on the whole course (i.e. both Preliminary and HSC courses).

| Component | Weighting % |
|--|--------------------|
| Understanding fluency and communication | 50 |
| Problem solving, reasoning and justification | 50 |
| | 100 |

SUBJECT: PRELIMINARY MATHEMATICS STANDARD HSC MATHEMATICS STANDARD 2

2 Units for each of Preliminary and HSC

NESA Developed 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 substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and Surface Area
- Financial Mathematics
- Linear Relationships
- Non-linear Relationships
- Right-angled Triangles (Trigonometry)
- Single Variable Data Analysis
- Volume
- some content from Equations
- some content from Probability

Exclusions: Students may **not** study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course

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 the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). Please note, Mathematics Standard 1 is not available at our school.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.
- Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects.
- In Mathematics Standard students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

The study of Mathematics Standard 2 in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.

Content:

The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic 'Networks'.

The Topics and Subtopics are:

| Year 11 | Year 12 |
|---|--|
| Topic: Algebra <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships | Topic: Algebra <ul style="list-style-type: none"> • Types of Relationships |
| Topic: Measurement <ul style="list-style-type: none"> • Applications of Measurement • Working with Time | Topic: Measurement <ul style="list-style-type: none"> • Non-right-angled Trigonometry • Rates and Ratios |
| Topic: Financial Mathematics <ul style="list-style-type: none"> • Money Matters | Topic: Financial Mathematics <ul style="list-style-type: none"> • Investments and Loans • Annuities |
| Topic: Statistical Analysis <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability | Topic: Statistical Analysis <ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution |
| | Topic: Networks <ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis |

ASSESSMENT COMPONENTS AND WEIGHTINGS FOR MATHEMATICS STANDARD AND MATHEMATICS STANDARD 2

PRELIMINARY COURSE

The suggested components and weightings for the Preliminary courses are set out below

| Component | Weighting % |
|--|--------------------|
| Understanding fluency and communication | 50 |
| Problem solving, reasoning and justification | 50 |
| | 100 |

HSC COURSE

The mandatory components and weightings for the HSC courses are set out below.

| Component | Weighting % |
|--|--------------------|
| Understanding fluency and communication | 50 |
| Problem solving, reasoning and justification | 50 |
| | 100 |

SUBJECT: MATHEMATICS ADVANCED

2 Units for each of Preliminary and HSC

NESA Developed Course

0 units in the HSC if studying in conjunction with Mathematics Extension 2

Prerequisites: The Mathematics Advanced 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 substrands of Stage 5.1, Stage 5.2 and the following substrands of Stage 5.3:**

- Algebraic Techniques
- Surds and Indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

- Non-linear Relationships
- Properties of geometrical shapes

Exclusions:

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard course.

Course description:

- The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination

The study of Mathematics Advanced in Stage 6:

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

Content:

The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic 'Financial Mathematics' in place of 'Exponential and Logarithmic Functions'.

The Topics and Subtopics are:

| Year 11 | Year 12 |
|--|---|
| Topic: Functions <ul style="list-style-type: none">• Working with Functions | Topic: Functions <ul style="list-style-type: none">• Graphing Techniques |
| Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometry and Measure of Angles• Trigonometric Functions and Identities | Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometric Functions and Graphs |
| Topic: Calculus <ul style="list-style-type: none">• Introduction to Differentiation | Topic: Calculus <ul style="list-style-type: none">• Differential Calculus• The Second Derivative• Integral Calculus |
| Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none">• Logarithms and Exponentials | Topic: Financial Mathematics <ul style="list-style-type: none">• Modelling Financial Situations |
| Topic: Statistical Analysis <ul style="list-style-type: none">• Probability and Discrete Probability Distributions | Topic: Statistical Analysis <ul style="list-style-type: none">• Descriptive Statistics and Bivariate Data Analysis• Random Variables |

SUBJECT: MATHEMATICS EXTENSION 1

1 Unit in each of Preliminary and HSC

NESA Developed Course

2 Units in the HSC if studying in conjunction with Mathematics Extension 2

Prerequisites: The Mathematics Extension 1 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 substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:**

- Polynomials
- Logarithms
- Functions and Other Graphs
- Circle Geometry

Exclusions:

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard course.

Course description:

- All students studying the Mathematics Extension 1 course will sit for an HSC examination.
- Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

- enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively
- provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.

Content:

The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.

The Topics and Subtopics are:

| Year 11 | Year 12 |
|--|---|
| Topic: Functions <ul style="list-style-type: none">• Further Work with Functions• Polynomials Topic: Trigonometric Functions <ul style="list-style-type: none">• Inverse Trigonometric Functions• Further Trigonometric Identities Topic: Calculus <ul style="list-style-type: none">• Rates of Change Topic: Combinatorics <ul style="list-style-type: none">• Working with Combinatorics | Topic: Proof <ul style="list-style-type: none">• Proof by Mathematical Induction Topic: Vectors <ul style="list-style-type: none">• Introduction to Vectors Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometric Equations Topic: Calculus <ul style="list-style-type: none">• Further Calculus Skills• Applications of Calculus Topic: Statistical Analysis <ul style="list-style-type: none">• The Binomial Distribution |

SUBJECT: MATHEMATICS EXTENSION 2 (YEAR 12)

2 Units for the HSC

NESA Developed Course

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

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

Exclusions:

Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard course.

Course description:

- Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.
- The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum.
- All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

- enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration
- provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts
- provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level
- provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.

Content:

The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.

The Topics and Subtopics are:

| Year 12 |
|--|
| <p>Topic: Proof</p> <ul style="list-style-type: none">• The Nature of Proof• Further Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none">• Further Work with Vectors <p>Topic: Complex Numbers</p> <ul style="list-style-type: none">• Introduction to Complex Numbers• Using Complex Numbers <p>Topic: Calculus</p> <ul style="list-style-type: none">• Further Integration <p>Topic: Mechanics</p> <ul style="list-style-type: none">• Applications of Calculus to Mechanics |

PDHPE

SUBJECT: PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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

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

MAIN TOPICS COVERED:

PRELIMINARY COURSE

CORE TOPICS

60% of course time

- Better health for individuals Core 1
- The body in motion Core 2

OPTIONAL COMPONENTS

40% of course time

Students to select two options each from

- First Aid
- Composition and performance
- Fitness choices
- Outdoor recreation

HSC COURSE

CORE TOPICS

60% of course time

- Health priorities in Australia
- Factors affecting performance

OPTIONAL COMPONENT

40% of course time

Students to select two options each from

- The Health of young people
- Sport and physical activity in Australian society
- Sports medicine
- Improving performance
- Equity and health

PARTICULAR COURSE REQUIREMENTS:

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

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|----------------------------|-----|---------------------|----|
| A three hour written paper | 100 | Core | 60 |
| | | Options | 40 |

SUBJECT: DANCE

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil**COURSE FEE: \$33**

The study of dance as an artform in education is based on the study of three interrelated components: performance, composition and appreciation. Through the study of dance as an artform, students learn about and through dance performance. That is, the knowledge, understanding and body to dance (dance technique) and the application and demonstration of knowledge, understanding and skills in a 'dance/work'. They learn about and through dance composition. That is, the knowledge, understanding and skills which underpin the theories, principles, processes and practices of dance composition. The students are encouraged to create and develop a personal response that communicates intent. They learn about and through appreciation of dance as works of art. That is, the study of seminal artists and works for their contribution to the development of dance.

MAIN TOPICS COVERED**PRELIMINARY (120 INDICATIVE HOURS)****Course time:**

| | |
|-------------------|-------|
| Core performance | 20% |
| Core composition | 20% |
| Core appreciation | 20% |
| Core additional | 40% * |

*Note: to be allocated by the teacher to suit the specific circumstances/context of the class

HSC COURSE (120 INDICATIVE HOURS)**Course time:**

| | |
|-------------------|-------|
| Core performance | 20% |
| Core composition | 20% |
| Core appreciation | 20% |
| Major study | 40% * |

*Note: Major Study can be in Performance OR Appreciation OR Dance Technology

PARTICULAR COURSE REQUIREMENTS:

Nil

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|---------------------------------------|-----|---------------------------------------|-----|
| <i>Practical examinations:</i> | | <i>Practical examinations:</i> | |
| Core performance | 20 | Core performance | 20 |
| Core composition | 20 | Core composition | 20 |
| *Major study performance | 40* | *Major study performance | 40* |
| *Major study composition | 40* | *Major study composition | 40* |
| <i>Written examinations:</i> | | <i>Written examinations:</i> | |
| 1 hour written examination | 20 | 1 hour written examination | 20 |
| *Major study major appreciation | 40* | *Major study major appreciation | 40* |

*Only ONE of these Major studies may be taken.

SUBJECT: SPORT, LIFESTYLE AND RECREATION

1 Unit

ELECTIVE FEE: \$103

Sport, Lifestyle and Recreation enables students to build upon their learning in Years 7-10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.

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. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

Some of the modules studied in Sport, Lifestyle and Recreation include:

COURSE CONTENT:

- Aquatics
- First Aid and Sports Injuries
- Fitness
- Individual and Team Games and Sports Applications
- Healthy Lifestyle
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

SCIENCE

COURSE REQUIREMENTS:

YEAR 11 COURSE:

- 120 indicative hours are required to complete the course incorporating 15 hours for the depth study
- Skill as described in working scientifically and practical experiences (minimum of 35 indicative hours)

YEAR 12 COURSE:

- The Year 11 course is a prerequisite
- 120 indicative hours are required to complete the course incorporating 15 hours for the depth study
- Skill as described in working scientifically and practical experiences (minimum of 35 indicative hours)

ASSESSMENT

YEAR 11 COURSE

The suggested components and weightings for the Preliminary courses are set out below

| Component | |
|---|----|
| Skills in working scientifically | 60 |
| Knowledge and understanding of course content | 40 |

SUBJECT: BIOLOGY 2 UNIT

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

In the Year 11 course students examine: the structure and function of organism at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms; the relationship between the transport systems that allow the organism to exchange nutrients, gases and wastes between the internal and external environments; the theory of evolution by natural selection and the effect of various selective pressures on biodiversity; and explore how the theory of evolution by natural selection can be used to explain periodic increases and decreases in populations and biodiversity.

In the Year 12 course students: expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity; examine the treatment, prevention and control of infectious disease both locally and globally; explore the study of non-infectious disease and disorders, including their causes and effects on human health; and explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Module 1: Cells as the basis of life
- Module 2: Organisation of living things
- Module 3: Biological diversity
- Module 4: Ecosystems dynamics

HSC COURSE

- Module 5: Heredity
- Module 6: Genetic change
- Module 7: Infectious disease
- Module 8: Non-infectious disease and disorders

ASSESSMENT HSC COURSE ONLY:

The mandatory component and weightings for the HSC course are set out below. The internal assessment mark submitted to NESA is to be based on the HSC course only.

| External Assessment | 100% | Internal Assessment | 100% |
|--|-------------|-------------------------------|-------------|
| 3 hours External Exam | | Knowledge and understanding | 40% |
| Section I | | Working scientifically skills | 60% |
| Multiple-choice questions | 20% | | |
| Section II | | | |
| Short-answer and long-answer questions | 80% | | |

SUBJECT: CHEMISTRY 2 UNIT

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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

In the Year 11 course students: analyse trends and patterns in relation to the properties of pure substances, use these to predict the properties of other pure substances and use this knowledge to determine the ways in which substances can be separated from each other; quantify reactions in order to make predictions about yields and calculate the mass of reactants and products; study how chemicals react, the changes in matter and energy that take place during these reactions, and how these chemical reactions and changes relate to the chemicals that are used in everyday life; and investigate factors that initiate and drive a reaction.

In the Year 12 course students: study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle; analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids; students investigate the many classes of organic compounds and their characteristic chemical reactions; and investigate a range of methods used to identify and measure quantities of chemicals.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Properties and structure of matter
- Module 2: Introduction to quantitative chemistry
- Module 3: Reactive chemistry
- Module 4: Drivers of reactions

YEAR 12 COURSE

- Module 5: Equilibrium and acid reactions
- Module 6: Acid-base reactions
- Module 7: Organic chemistry
- Module 8: Applying chemical Ideas

ASSESSMENT HSC COURSE ONLY:

The mandatory component and weightings for the HSC course are set out below. The internal assessment mark submitted to NESA is to be based on the HSC course only.

| External Assessment | 100% | Internal Assessment | 100% |
|--|------|-------------------------------|------|
| 3 hours External Exam | | Knowledge and understanding | 40% |
| Section I | | Working scientifically skills | 60% |
| Multiple-choice questions | 20% | | |
| Section II | | | |
| Short-answer and long-answer questions | 80% | | |

SUBJECT: EARTH AND ENVIRONMENTAL SCIENCE 2 UNIT

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Earth and environmental science is the study of the planet Earth, its processes and its environment.

In the Year 11 course students: investigate rock composition and the origins of the component materials, including minerals; use the theory of plate tectonics to explain the location and causes of earthquakes, volcanoes, the location of mountain ranges and ocean floor trenches; use knowledge of the Earth's processes and of energy transfer to explain phenomena and predict areas at risk; and investigate how humans use the Earth's resources to maintain life and provide infrastructure.

In the Year 12 course students: investigate how the processes of plate tectonics, together with the formation of water and the introduction of life have altered and continue to alter both the atmosphere and lithosphere; investigate the impact of natural disasters such as earthquakes, volcanic activity and cyclones on the Earth's environment; examine the mechanisms and scientific evidence for climate variation; and examine how the extraction and disposal of waste can greatly impact on the surrounding environment, affecting the quality and availability of renewable resources such as water and living organisms.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Earth's resources
- Module 2: Plate tectonics
- Module 3: Energy transformations
- Module 4: Human impacts

YEAR 12 COURSE

- Module 5: Earth's processes
- Module 6: Hazards
- Module 7: Climate science
- Module 8: Resource management

ASSESSMENT HSC COURSE ONLY:

The mandatory component and weightings for the HSC course are set out below. The internal assessment mark submitted to NESA is to be based on the HSC course only.

| External Assessment | 100% | Internal Assessment | 100% |
|--|-------------|-------------------------------|-------------|
| 3 hours External Exam | | Knowledge and understanding | 40% |
| Section I | | Working scientifically skills | 60% |
| Multiple-choice questions | 20% | | |
| Section II | | | |
| Short-answer and long-answer questions | 80% | | |

SUBJECT: PHYSICS 2 UNIT

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Physics investigates natural phenomena, identifies patterns and applies, in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

In the Year 11 course students: come to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, particularly in regard to the motion of an object; examine the effects of forces, the interactions and relationships that can occur between objects and representing these using vectors and equations; examine mechanical waves and electromagnetic waves including their similarities and differences and energy and its transfer; and examine how the analysis of electrical circuits' behaviour and the transfer and conversion of energy in electrical circuits has led to a variety of technological applications.

In the Year 12 course students: develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system; investigate the interactions that take place between charged particles and electric and magnetic fields; explore the evidence supporting the theories about mechanics, electricity and magnetism and the nature of matter and the power of scientific theories to make useful predictions; investigate where all the matter that makes up the universe, the development of the atomic model and in the information that can be learned about sub-atomic particles through experiments with particle accelerators.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and thermodynamics
- Module 4: Electricity and magnetism

YEAR 12 COURSE

- Module 5: Advanced mechanics
- Module 6: Electromagnetism
- Module 7: The nature of light
- Module 8: From the universe to the atom

ASSESSMENT HSC COURSE ONLY:

The mandatory component and weightings for the HSC course are set out below. The internal assessment mark submitted to NESA is to be based on the HSC course only.

| External Assessment | 100% | Internal Assessment | 100% |
|--|-------------|-------------------------------|-------------|
| 3 hours External Exam | | Knowledge and understanding | 40% |
| Section I | | Working scientifically skills | 60% |
| Multiple-choice questions | 20% | | |
| Section II | | | |
| Short-answer and long-answer questions | 80% | | |

SUBJECT: DISCOVERING PSYCHOLOGY

1 Unit

NESA endorsed course

The course is designed as an introduction to psychology, an area not dealt with in any existing course. It aims to develop an appreciation of complex animal and human behaviour and an understanding of the problems of meeting stress, mental health problems, interactions with others and an acceptance of our selves.

MAIN TOPICS COVERED

- **Introduction to Psychology**
- **Brain Function & Memory**
- **Neuropsychology & Brain Scans**
- **Neurons & Neurotransmitters**
- **Mental Illness: Causes & Treatment**
- **Moods & their Regulation**
- **Dreams**
- **Hypnosis**
- **Interpersonal Attraction**
- **Emotions**
- **Body Language**
- **Detecting Lies**
- **Eye Witness Testimony**
- **Motivation & Arousal**
- **Advertising**
- **Attention & Perception**
- **Happiness & Wellbeing**

SUBJECT: INVESTIGATING SCIENCE 2 UNIT

2 Units for each of Preliminary and HSC

NESA Developed Course

Inclusions: At least one Year 11 course in biology, chemistry, earth & environmental science or physics

The study of investigating science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying working scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

In the Year 11 course students: explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations; engage in gathering primary and secondary-sourced data to assist them in conducting and reporting on investigations; recognise that many scientific models have limitations and are modified as further evidence comes to light; evaluate their own models, which are generated through practical investigation; and examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment.

In the Year 12 course students: explore the importance of accuracy, validity and reliability in relation to the investigative work of a scientist; examine the differences between a scientific investigation and a scientific report; consider experimental risks as they engage with the skills of working scientifically; investigate the appropriateness of using a range of technologies in conducting practical investigations; investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence; and explore the impacts of ethical, social, economic and political influences on science and its research.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Cause and effect – observing
- Module 2: Cause and effect – inferences and generalisations
- Module 3: Scientific models
- Module 4: Theories and laws

YEAR 12 COURSE

- Module 5: Scientific investigation
- Module 6 Technologies
- Module 7: Fact or fallacy?
- Module 8: Science and society

ASSESSMENT HSC COURSE ONLY:

The mandatory component and weightings for the HSC course are set out below. The internal assessment mark submitted to NESA is to be based on the HSC course only.

| External Assessment | 100% | Internal Assessment | 100% |
|--|-------------|-------------------------------|-------------|
| 3 hours External Exam | | Knowledge and understanding | 40% |
| Section I | | Working scientifically skills | 60% |
| Multiple-choice questions | 20% | | |
| Section II | | | |
| Short-answer and long-answer questions | 80% | | |

SUBJECT: SCIENCE EXTENSION 1 (YEAR 12)

The science extension 1 course will focus on the nature, development and processes of science. The course will require students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of biology, chemistry, earth and environmental science and physics. Students are provided with opportunities to refine and extend their skills of working scientifically.

The course is designed for students who have attained a high level of achievement in one or more of the science disciplines in Year 11 and are planning to pursue further study in science, technology, engineering or mathematics (STEM) based courses offered at the tertiary level.

The Modules may include:

Module 1: The foundations of scientific thinking

Module 2: The scientific research proposal

Module 3: The data, evidence and decisions

Module 4: The scientific research report

ASSESSMENT HSC COURSE ONLY:

| Internal Assessment | 100% | External Assessment | 100% |
|-----------------------------|-------------|-----------------------------|-------------|
| Two Hour Examination | 50% | Science Research Portfolio | 30% |
| The Science Research Report | 50% | Science Research Evidence | 30% |
| | | The Science Research Report | 40% |

TAS – TECHNOLOGY AND APPLIED SCIENCE

SUBJECT: DESIGN AND TECHNOLOGY

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$113

Design & Technology is a course where the emphasis is on designing and the related research and planning. Students seeking a course of study that is more practical in nature should study industrial technology. Students study design processes, design theory and factors in relation to design projects.

In the **Preliminary course** student's study designing and producing which includes the completion of at least two design projects.

In the **HSC course** students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a major design project.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

Designing and producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC COURSE

Innovation and emerging technologies including a case study of innovation. The study of designing and producing includes a major design project. The major design project can focus on any area of the student's choice. However, students will need to be mindful of the capabilities of the teacher and school's facilities when making their final choice. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

ASSESSMENT HSC COURSE ONLY:

| 50% External examination | |
|---|----|
| Section I A one and a half hour written exam. Questions based on innovation & emerging technologies, Designing and Producing. These will provide opportunities for students to make reference to the major design project and the case study. | 40 |
| Section II Major design project, project proposal, folio, product, system or environment | 60 |
| 50% Internal assessment | |
| Innovation and emerging technologies, including a compulsory case study of an innovation/design/designer | 40 |
| Designing and producing (which may include aspects of the major design project) | 60 |

SUBJECT: ENGINEERING STUDIES

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$43

Engineering studies is a complex and sometimes difficult course which offers a solid grounding in concepts vital to the study of engineering at university. Related tertiary studies where students would gain the advantage of prior knowledge provided by engineering studies include architecture, metallurgy and industrial design. Both preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering, mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

Students undertake the study and develop an engineering report for two of the modules:

- Fundamentals
- Products
- Braking systems
- Biomedical

HSC COURSE

Students undertake the study and develop an engineering report for each of 4 modules:

- two application modules (based on engineered products). At least one product is studied from each of the following categories: civil structures; personal and public transport.
- two focus modules relating to the fields of aeronautical engineering and telecommunications engineering.

PARTICULAR COURSE REQUIREMENTS:

Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|--|----|---------------------|----|
| A three hour written examination | | Bridge Task | 20 |
| Section I | 10 | | |
| Application modules | | Research Task | 30 |
| Section II | 70 | | |
| Historical and societal influence scope of the profession, application and focus modules | | Engineering Report | 20 |
| Section III | 20 | | |
| All modules engineering reports | | Trial Exam | 30 |

SUBJECT: FOOD TECHNOLOGY

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$90

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

MAIN TOPICS COVERED:

Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

PRELIMINARY COURSE

- Food availability and selection (30%)
- Food quality (40%)
- Nutrition (30%)

HSC COURSE

- The Australian food industry (25%)
- Food manufacture (25%)
- Food product development (25%)
- Contemporary nutrition issues (25%)

PARTICULAR COURSE REQUIREMENTS:

- 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 must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
- It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|----------------------------------|-----|--|----|
| A three hour written examination | 100 | Knowledge and understanding about the Australian food industry, food manufacture, food product development and contemporary food issues (nutrition or marketplace) | 20 |
| | | Research, analysis and communication | 30 |
| | | Experimentation and preparation | 30 |
| | | Design, implementation and evaluation | 20 |

SUBJECT: HOSPITALITY – COURSE FEE : \$169 (FOOD COMPONENT) & \$ 175 (MANDATORY UNIFORM & KIT)

| | | | |
|---|--|---|--|
|  | | 2023 HOSPITALITY COURSE DESCRIPTOR SIT20416 Certificate II in Kitchen Operations Public Schools NSW Macquarie Park RTO 90222 | |
| 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 <ul style="list-style-type: none">organising information and records in both paper and electronic formscustomer (client) service | | <ul style="list-style-type: none">teamworkusing technologiescreating documents | |
| EXAMPLES OF OCCUPATIONS IN THE HOSPITALITY INDUSTRY: <ul style="list-style-type: none">breakfast cookcatering assistantfast food cooksandwich handtake-away cookfunction 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: Consumable \$169 Uniform and Toolkit: \$175 | | 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: For more information see Mr Mew, the Careers Advisor. | | | |
| 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 | | | |

SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$110

Industrial technology Stage 6 consists of project work and industry study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The focus areas include automotive industries; building and construction industries; electronics industries; graphics industries; metals and engineering industries; multimedia industries; plastics industries; timber products and furniture industries. At Mosman High rooming and teacher expertise limits focus areas to timber and furniture industries or graphics and multimedia industries.

PRELIMINARY COURSE (120 INDICATIVE HOURS)

Industry Study 15%

Study of the organisation and management of an individual business within the focus area, including:

- Structural
- Environmental
- Personnel
- Technical
- Sociological
- OHS issues

Design 10%

Design and plan projects through the completion of associated folios:

- Elements and principles of design
- Quality
- Types of design
- Influences affecting design

Management and Communication 20%

Manage work through the completion of a management folio linked to each project produced:

- development of a number of practical projects
- development of management folios
- development of skills related to research, analysis and evaluation
- skills in managing projects
- documentation skills in the preparation, planning and presentation of a management folio
- skills in literacy through written reports, folio work
- skills in computer-based technologies
- numeracy skills related to sizing, costing, estimating, ordering and efficient resource usage
- graphical skills related to the project work
- knowledge and understanding of workplace safety and communication:
 - signage
 - OHS principles and requirements
 - personal protective equipment (PPE)
 - safe working practices
 - risk assessment

Production 40%

- developing knowledge and skills through the construction of a number of projects
- acquisition of relevant practical skills

Industry Related Manufacturing Technology 15%

Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects

HSC COURSE (120 INDICATIVE HOURS)

Industry Study 15%

Study of the organisation and management of the industry related to the focus area, including:

- structural
- technical
- environmental
- sociological
- personnel
- sectors within the industry
- legislation
- OHS issues
- career opportunities
- historical aspects
- sales and marketing

Major Project 60%

Design, management and communication

- application of design principles in the production of the major project:
 - design development
 - sketching and idea generation
 - prototyping, modelling and testing
 - production and working drawings
 - quality and ongoing evaluation
 - selection of appropriate materials, processes and other resources
- application of management and communication skills to produce a related folio justifying:
 - research
 - design
 - analysis
 - evaluation including selection of appropriate materials, components, processes and technologies
 - ICT
 - OHS
 - presentation
 - production
- applying knowledge and skills through the construction of a Major Project which reflects:
 - quality
 - evidence of a range of skills
 - degree of difficulty
 - links between planning and production
 - use of appropriate materials, components, processes and technologies
 - evidence of practical problem solving
 - OHS and safe work practices

Industry Related Manufacturing Technology 25%

- Demonstrates knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the major project
- New/emerging technologies associated with the industry

SUBJECT: INDUSTRIAL TECHNOLOGY MULTIMEDIA

COURSE FEE: \$110

Multimedia by definition is the use of multiple forms of the types of media (text, images, video, sound and hypertext (websites)). In the multimedia course, students will be taught how to use these forms of media to produce a range of multimedia related products.

The projects develop knowledge and skills in the use of materials, tools and techniques related to multimedia. Practical projects will reflect the nature of the multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia related technologies. These may include:

- Logo design
- Digital and print media
- Video projects
- Special effects
- 2D and/or 3D animations
- Websites

All projects are designed to demonstrate a range of skills related to the task. Students are able to bring in their interests and incorporate these easily into each project.

The stage 6 course consists of:

Preliminary Course

- Industry study 15%
- Design 10%
- Management and communication 20%
- Production 40%
- Industry related manufacturing technology 15%

HSC Course

- Industry study 15%
- Major project 60%
- Industry related manufacturing technology 25%

PARTICULAR COURSE REQUIREMENTS:

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 the Preliminary course, there will be two practical projects. The first includes a magazine and website and the second is a film with special effects. In the HSC course, the major project allows students to develop a project that reflects their skills and interests. Students are expected to draw upon the knowledge and content developed in the Preliminary course to complete their major project.

ASSESSMENT HSC COURSE ONLY:

| External Examination | Weighting | Internal Assessment | Weighting |
|---|------------------|----------------------------|------------------|
| A written examination of one and a half hours | 40% | Class presentation | 25% |
| Major project | 60% | Industry study | 25% |
| | | Portfolio video | 25% |
| | | Trial exam | 25% |

SUBJECT: PHILOSOPHY

1 Unit (Year 11 only)

NESA Endorsed Course

This course aims to develop students' understanding of themselves in their world. It confronts students with authentic ethical, social and political dilemmas and challenges them to formulate consistent and rational solutions. The course explicitly teaches the skills of critical thinking, logic, reasoning, and thesis construction. In grappling with these problems, the students will develop a deeper understanding of the way ethical and philosophical commitments shape personal, social and political decisions.

HOW IS THE COURSE TAUGHT?

The modules studied are:

- Logic
- Epistemology
- Ethics
- Metaphysics

HOW IS THE WORK ASSESSED?

40% is based on 5 of the students' best COIs (Communities of Inquiry)

40% is a Personal Interest Project (Extended Essay)

20% is a Preliminary examination

WHO SHOULD DO THIS COURSE?

The study of philosophy in Stage 6 provides all students, but especially academically gifted students with an opportunity to be intellectually challenged and engaged. Through the study of philosophy, students will gain the ability to think freely, take responsibility for their views, consider and evaluate alternate points of views, challenge assumptions, ideologies and beliefs through the use of reason and logic.

WHAT SHOULD I BE ABLE TO DO AT THE END OF THE COURSE?

You will have familiarity with one of the foundational disciplines that have shaped Western civilisation. Inquiries allow you, with your peers to develop deep thinking, accompanied by attention to logic and the structure of arguments. Students who are trained in critical thinking will improve their outcomes across other subject areas. Engaging in arguments, orally and written help you develop your literacy and communication skills. The skills acquired are useful throughout your life. Philosophy leads us to reflect on not only on how to get what we want, but on which things are worth wanting, and which kind of lives we ought to lead.

SUBJECT: SOFTWARE DESIGN AND DEVELOPMENT

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$34

The Preliminary 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. Students will learn how to write algorithms and develop software applications to solve a range of problems. They will also learn the stages and processes involved with managing a project.

Students are given the opportunity to create programs using a variety of programming languages including C#, Python and JavaScript. Students will work through a range of practical tasks where they will be asked to solve a number of interesting problems and will also have to complete their own larger project in both the Preliminary and the HSC years.

MAIN TOPICS COVERED

PRELIMINARY COURSES

Concepts and issues in the design and development of software

- Social and ethical issues
- Hardware and software
- Software development approaches

Introduction to software development

- Planning and designing software
- Building software
- Testing and modifying software

Developing software solutions

HSC COURSES:

Development and impact of software solutions

- Social and ethical issues
- Application of software development approaches

Software Development cycle

- Identifying and understanding the problem
- Planning and designing a solution
- Implementation of a solution
- Testing and evaluation
- Maintenance of the solution

Developing a solution package

- Project work

Option strands

- Programming paradigms
- Interrelationship between software and hardware

PARTICULAR COURSE REQUIREMENTS:

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|----------------------------------|-----|--|-----|
| A three hour written examination | 100 | Knowledge and understanding about development and impact of software solutions, the software development cycle | 100 |
| | | Design and development of software solutions | 20 |
| | | 1. Software Design Pitch | 20 |
| | | 2. Case Study | 30 |
| | | 3. Software Project | 30 |
| | | 4. Trial Exam | |
| | | Project management techniques including documentation, team-work and communication project | |

SUBJECT: TEXTILES AND DESIGN

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$62

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. Students are expected to purchase some materials relevant to their project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a major textiles project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

MAIN TOPICS COVERED

PRELIMINARY COURSE

- Design (40%)
- Properties and performance of textiles (50%)
- The Australian textiles, clothing, footwear and allied industries (TCFAI) (10%)

HSC COURSE

- Design (20%)
- Properties and performance of textiles (20%)
- The Australian textiles, clothing, footwear and allied industries (10%)
- Major textiles project (50%)

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary course, there will be two practical projects integrated into the design and properties and performance of textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|---|----|---|----|
| A written examination of one and a half hours | 50 | Major Work Proposal | 25 |
| Major textile project | 50 | Designer Case Study | 20 |
| | | Properties, performance of fabrics report | 25 |
| | | Trial Examination | 30 |

VISUAL ARTS

SUBJECT: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

1 Unit (Year 11 and/or Year 12)

NESA Endorsed Course

COURSE FEE: \$61

The course will consist of a study of photography, video and digital imaging - its techniques and image making potential. The course offers opportunities for the student to investigate these fields and to develop understanding and skills that contribute to an informed critical practice.

Students will need their own 35mm camera or access to one, a student diary and portfolio of work.

COURSE CONTENT:

The core study has been designed to:

- Address traditional aspects of the field of wet photography – which involve the manipulation of photographic papers and chemicals.
- Explore more contemporary developments in the fields of video and digital imaging (still and moving).
- Study critical and historical investigations of the work of the artist/photographer/filmmaker/designer and the audience and world are considered within different frameworks of meaning and value.
- Integrate work, health and safety.

***THIS IS A BOARD ENDORSED COURSE THAT HAS EXPECTED OUTCOMES.
THESE ARE REQUIRED TO BE MET BY THE STUDENT
IN ORDER TO GAIN A PASS THROUGH THE PRELIMINARY COURSE.***

SUBJECT: VISUAL ARTS

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$99

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC 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.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on visual arts courses in Stages 4 and 5, it also caters for students with more limited experience in visual arts.

MAIN TOPICS COVERED:

PRELIMINARY COURSE LEARNING OPPORTUNITIES FOCUS ON:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists' artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms

HSC COURSE LEARNING OPPORTUNITIES FOCUS ON:

- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of artmaking, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world
- How students may further develop meaning and focus in their work

PARTICULAR COURSE REQUIREMENTS:

Preliminary Course

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 case studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history

ASSESSMENT HSC COURSE ONLY:

| External Examination | | Internal Assessment | |
|------------------------------|----|---------------------------------|----|
| A written paper | 50 | Development of the body of work | 50 |
| Submission of a body of work | 50 | Art criticism and art history | 50 |

SUBJECT: VISUAL DESIGN

1 Unit (Year 11 only)

NESA Endorsed Course

COURSE FEE: \$ 68

This course provides students with opportunities to explore the links between art and design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

COURSE CONTENT:

Over the 1 Unit Year 11 course, 2-3 modules will be studied:

These may include:

Graphic design module: including but not limited to publications and information, illustration and cartooning, interactive and multimedia.

Wearable design module: including but not limited to clothing and image, wearable design jewellery and accessories, textiles

Product design module: including but not limited to packaging, furniture, industrial

Interior/exterior design module: including but not limited to structures and environment, stage sets and props, interiors

All modules will integrate the required work, health and safety relevant to that field.

COURSE STRUCTURE:

DESIGN MAKING: 70%

Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment.

DESIGN HISTORY AND CRITICISM: 30%

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

THIS IS A BOARD ENDORSED COURSE THAT HAS EXPECTED OUTCOMES. THESE ARE REQUIRED TO BE MET BY THE STUDENT IN ORDER TO GAIN A PASS IN THE PRELIMINARY COURSE.

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 Australia 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 subjects. 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.

SCHEDULE OF COURSE FEES 2023

| | |
|---|-------|
| Creative and Performing Arts | |
| Drama | \$40 |
| Entertainment | \$40 |
| Music 1 | \$59 |
| Music 2 | \$59 |
| Languages (Workbook fee) | |
| Chinese Beginners | \$0 |
| Chinese Continuers | \$0 |
| Chinese and Literature | \$0 |
| French Beginners | \$45 |
| French Continuers | \$45 |
| Italian Beginners | \$30 |
| Italian Continuers | \$30 |
| Japanese Beginners | \$45 |
| Japanese Continuers | \$45 |
| Spanish Beginners | \$45 |
| Spanish Continuers | \$45 |
| PDHPE | |
| Dance | \$33 |
| Sport, Lifestyle & Recreation | \$103 |
| TAS (Technology and Applied Science) | |
| Design and Technology | \$113 |
| Engineering Studies | \$43 |
| Food Technology | \$90 |
| Hospitality (Food component) | \$169 |
| Hospitality (Mandatory Uniform & Kit) | \$175 |
| Industrial Technology - Timber | \$110 |
| Industrial Technology – Multimedia | \$110 |
| Software Design & Development | \$34 |
| Textiles and Design | \$62 |
| Visual Arts | |
| Photography, Video & Digital Imaging | \$61 |
| Visual Arts | \$99 |
| Visual Design | \$ 68 |

PLEASE NOTE THIS IS A GUIDE ONLY AND MAY BE SUBJECT TO CHANGE

WEBCHOICE 2023 – YEAR 11 SUBJECTS INFORMATION

1. Go to <https://my.edval.education> to log in to submit your 'Subject selections'
2. Enter the '7 digit webcode' that has been emailed to you
3. At the selection screen:
 - a. You must select FIRST, a course of English (Advanced, Standard studies OR EALD)
 - b. You must select a minimum TOTAL of 12 units (including English)
 - c. No more than 13 units is recommended by the school
 - d. You cannot select more than 2 x 1 unit subjects
 - e. You cannot select more than 2 x Industrial Technology courses
 - f. All TAFE courses need to be authorised by Ms Longley
4. Once you have finalised your selection, press "Submit".
5. **The 'Online Form' will be officially closed and no more submissions allowed at 4.00pm on Friday 17 June 2022.**
6. **Once you have submitted, you then "Print" the form, get it signed by parent or guardian and returned to Ms. Longley no later than 4.00pm Friday 17 June 2022.**
7. If you have pressed "Submit" and/or "Print" prior to the closing time, and you wish to change your selection, you may do this any number of times.

Any changes you make after the closing time will not be registered