

MOSMAN HIGH SCHOOL



The Higher School Certificate

Preliminary Course 2024

HSC Course 2025

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

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

- The NESAs 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 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, 2024

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.

- NESA has 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 2022/2024 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 2024 (all 1 unit value)

COURSE

1. Philosophy
2. Photography, Video and Digital Imaging
3. Sport Lifestyle and Recreation
4. Visual Design

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.

CREATIVE & PERFORMING ARTS

DRAMA

COURSE FEE: \$40

2 Units for each of Preliminary and HSC NESAs 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	Making	40
Individual Project	30	Development of Group Performance	Performing	30
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	Critically studying	30

Entertainment

Course Fee: \$40

 2024 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services			
This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.			
Course: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment Course)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) – Australian Tertiary Admission Rank (ATAR) eligible course		
By enrolling in a VET qualification with Public Schools NSW, RTOs, you are choosing to participate in a program of study that will provide you a pathway towards HSC accreditation and a nationally recognized qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 - Certificate III in Live Production and Technical Services . https://training.gov.au/Training/Details/CU30420 . You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.. 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.			
Entry Requirements: You must complete the VET enrolment process, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course should be interested in working in the entertainment industry and be able to use a personal digital device including a personal computer or laptop.			
Creative Arts and Culture Training Package (CUA) Units of Competency			
Core CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry Elective units CPCCWHS1001 Prepare to work safely in the construction industry CUAWHS312 Apply work health and safety practices CUASOU331 Undertake live audio operations	Elective units CUALGT311 Operate basic lighting CUASTA212 Assist with bump in and bump out of shows SITXCCS006 Provide service to customers CUASOU306 Operate sound and reinforcement systems CUAVSS312 Operate vision systems CUASTA311 Assist with production 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 Customer (client) Service	Teamwork Using Digital Technologies Creating Documents		
Examples of occupations in the Live Production and Technical Services Industry:			
Front of House Assistant Technical Assistant (Productions) Special Effects Assistant Assistant Sound Technician	Follow Spot Operator Runner Props Assistant Technical Production Assistant	Sound Assistant Assistant Scenic Artist Stagehand Lighting	Audio and Staging Assistant Production Crew Stage Door Attendant Lighting Systems Technician.
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. 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 You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.			
Course Cost: \$30 T-Shirt \$30 School specific equipment and associate requirements for students	Refunds: Refund arrangements on a pro-rata basis. Refer to your school refund policy		
Exclusions: VET course exclusions can be checked on the NESA website . http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions			

MUSIC 1

Course Fee: \$57

2 Units for each of Preliminary and HSC NESAs 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%

HSC COURSE

In addition to core studies in performance, composition, musicology and aural, students nominate 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)	10	Core Composition	10
Electives:		Core Musicology	10
3 Electives from each of 3 topics:		Core Aural	25
<ul style="list-style-type: none"> • Performance (one piece) and/or • Composition (submit 1composition) and/or • Musicology (one viva voce) 	20 each	3 Electives	45

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.

MUSIC 2

Course Fee: \$57

2 Units for each of Preliminary and HSC NESAs 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
<ul style="list-style-type: none"> • Additional topic • Performance (2 pieces), or • Submitted composition, or • Submitted essay 		<ul style="list-style-type: none"> • Performance • Composition • Musicology 	

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)	50	Task 1	25
		Task 2	25

ENGLISH

ENGLISH STANDARD

2 Units in Preliminary and HSC

NESA Developed Course

Exclusions: EAL/D, Advanced, Extension

- 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.

Main Topics Covered:

PRELIMINARY COURSE

Preliminary	HSC
<p>The course has 2 sections: Common Module – <i>Reading to Write</i>: This common module is the first unit undertaken by students in BOTH standard and advanced. This module explores ways texts represent aspects of human experiences through a study of Shakespeare.</p> <p>Modules:</p> <p>Module A – <u>Contemporary Possibilities</u>: Students explore a range of new media and technologies and how this impacts on students’ understanding of the way meaning is shaped.</p> <p>Module B – <u>Close Study of Literature</u>: Students focus on one substantive text in depth to develop a personal response to the text in its entirety.</p>	<p>The course has 2 sections: Common Module - <i>Texts and Human Experiences</i>: In this module students deepen their understanding of how texts represent individual and collective human experiences.</p> <p>Modules:</p> <p>Module A – <u>Language, identity and culture</u>: Students consider how their response to visual texts shapes their self-perception.</p> <p>Module B – <u>Close Study of Literature</u>: Students develop a considered personal response to a substantial text in its entirety.</p> <p>Module C – <u>The Craft of Writing</u>: Students strengthen and extend their knowledge, skills and confidence as writers.</p>

Course requirements:

In the PRELIMINARY ENGLISH STANDARD COURSE students are required to:

- Study of ONE complex multimodal or digital text in Module A
- Study ONE substantial literary print text in Module B
- Support the study of these texts with their own wide reading

HSC ENGLISH STANDARD REQUIRES:

- The close study of at least **three types of prescribed text**, one drawn from **each** of the following categories:
 - Prose fiction OR print non-fiction
 - Poetry OR drama
 - Film OR media
- Students must study ONE related text of in the common module Texts and Human Experiences

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	100%
Multimodal Task	30%
Critical Writing	30%
Yearly Exam	40%

ASSESSMENT HSC COURSE:

External Assessment	50%	Internal Assessment	50%
Paper 1 (1 ½ hours plus 10m reading) Common Module Texts and Human Experiences	40%	Common Module: Texts and Human Experiences	30%
Paper 2 (2 Hours plus 5m reading) Module A – Language, Identity Module B – Close Study of Literature Module C – The Craft of Writing	60%	Module A: Language, Identity and Culture (15) Module C: Craft of Writing (5)	20%
		Module B: Close Study of Literature (15) Module C: Craft of Writing (5)	20%
		Trial HSC – 2 papers Paper 1: Common (10) Paper 2: Modules A (5), B (5), C (10)	30%

WHO SHOULD TAKE THIS COURSE?

- Students are advised to take this course if they gain any of the following RoSA grades in Year 10: C, D or E
- Students who do not need Advanced as a prerequisite for university courses
- From the Syllabus (2017): *English Standard is designed for all students to increase their expertise in English and consolidate their skills* (p9)
- Standard is NOT a barrier to university.

You are not eligible to take the English extension course form this level.

ENGLISH ADVANCED

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: EAL/D, English Standard

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.

In the HSC course students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts.

Main Topics Covered:

Preliminary	HSC
<p>This course has two sections</p> <p>Common Module – <i>Reading to Write</i>: In this module students undertake the intensive and close reading of quality texts from a variety of modes and media.</p> <p>Modules:</p> <p>Module A – <i>Narratives that shape our world</i>: Students explore a range of narratives from the past and contemporary era that illuminate and convey ideas, attitudes and values.</p> <p>Module B – <i>Critical Study of Literature</i>: Students develop analytical and critical knowledge, understanding and appreciation of a literary text.</p>	<p>This course has two sections</p> <p>Common Module – <i>Texts and Human Experiences</i>: In this module students deepen their understanding of how texts represent individual and collective human experiences.</p> <p>Modules:</p> <p>Module A – <i>Textual Conversations</i>: Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts.</p> <p>Module B – <i>Critical Study of Literature</i>: Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.</p> <p>Module C – <i>The Craft of Writing</i>: Students strengthen and extend their knowledge, skills and confidence as accomplished writers.</p>

Particular Course requirements:

PRELIMINARY ENGLISH ADVANCED COURSE requires:

- Study of Shakespeare for the Common Module
- Study of a range of texts drawn from a range of media in Module A
- Study ONE substantial literary print text in Module B
- Support the study of these texts with their own wide reading.

HSC ENGLISH ADVANCED COURSE requires:

- Students closely study **four prescribed texts**, one drawn from **each** of the following categories:
 - Shakespearean drama

- Prose fiction OR print non-fiction
- Poetry OR drama
- The remaining text may be film, media or digital text OR may be drawn from one of the categories above
- Students must study ONE related text of in the common module Texts and Human Experiences

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	100%
Multimodal Task	30%
Critical Writing	30%
Yearly Exam	40%

ASSESSMENT HSC COURSE:

External Assessment	50%	Internal Assessment	50%
Paper 1 (1 ½ hours plus 10m reading) Common Module Texts and Human Experiences	40%	Common Module: Texts and Human Experiences	30%
Paper 2 (2 Hours plus 5m reading) Module A – Textual Conversations Module B – Critical Study of Literature Module C – The Craft of Writing	60%	Module A: Textual Conversations (15) Module C: Craft of Writing (5)	20%
		Module B: Critical Study of Literature (15) Module C: Craft of Writing (5)	20%
		Trial HSC – 2 papers Paper 1: Common (10) Paper 2: Modules A (5), B (5), C (10)	30%

WHO SHOULD TAKE THIS COURSE?

- Students are advised to take this course if they gain the following RoSA grades in Year 10: A or B.
- Students who gain a Grade C in year 10 and would like to take Advanced English should consult head teacher English, Mr Papilos about this.
- From the Syllabus: *English Advanced is designed for students to undertake the challenge of higher-order thinking. These students apply critical and creative skills in order to develop their academic achievement through understanding complex texts (p9).*
- Students who select this course can take the extension course (1U) to add to their study.

PRELIMINARY ENGLISH EXTENSION, HSC ENGLISH EXTENSION 1, HSC ENGLISH EXTENSION 2

1 Unit of study for each of Preliminary and HSC

Prerequisites:

- Advanced English
- Preliminary Extension is a prerequisite for HSC Extension 1
- HSC Extension 1 is a prerequisite for HSC Extension 2

Exclusions: English Standard course and EAL/D

Course descriptions

- In Preliminary 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.
- In HSC English Extension 1, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.
- In 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.

Main Topics Covered:

Preliminary Extension Course	HSC Extension 1
<p>This course has one Module – <u>Texts, Culture and Value</u> and includes a related project. Students consider the relationships between text and its culture; they explore the language of the text and examine ways in which language shapes and reflects values and they consider the effects of different ways of responding to the text.</p>	<p>This course has a Common Module – <u>Literary Worlds. Elective 2 – Worlds of Upheaval</u> is studied within this common module. Students explore and critically analyse and evaluate textual representations of the experiences of others and how values are presented and reflected in texts.</p>
	<p>HSC Extension 2</p>
	<p>The course requires students to complete a major work and reflection statement. There is no exam.</p>

Particular Course Requirements:

PRELIMINARY ENGLISH EXTENSION COURSE requires ONE prescribed text from the past and its manifestations in one or more recent cultures AND requires students to select ONE text as part of their independent project, in order to develop their understanding of how and why cultural values are maintained and changed.

HSC ENGLISH EXTENSION 1 requires students to study THREE prescribed texts which include TWO extended print texts (as per Prescriptions List 2019- 2025) as well as TWO related texts of their own choice.

HSC EXTENSION 2 requires a major work, reflection statement and journal.

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 PRELIMINARY COURSE:

Internal Assessment	100%
Critical response	30%
Multimodal response	30%
Exam – 2 hours (10 minutes reading)	40%

ASSESSMENT EXTENSION 1:

External Assessment	50%	Internal Assessment	50%
HSC Exam – 2 hours (10 minutes reading)	50%	Critical response Creative response Trial HSC – 2 hours written exam	35% 35% 30%

ASSESSMENT EXTENSION 2:

External Assessment	50%	Internal Assessment	50%
Submission of major work and reflection statement (due T3, W5)		Viva voce: Presentation regarding scope and direction of major work Report: Update of MW process Draft: Submission of MW and RS	20% 30% 50%

WHO SHOULD TAKE THIS COURSE (OR THESE COURSES)?

- Students who study advanced are eligible for extension.
- Students who study extension in both Preliminary and HSC are eligible for extension 2.
- For Preliminary Extension, students should have received an A for their RoSA in English.
- HSC extension 1 and 2, students need A for advanced and at least B for extension.
- From the Syllabus: *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 conceptualization and seek the opportunity to work in increasingly independent ways.*
- Students who are considering attempting extension courses should discuss this with the head teacher English, Mr Papilos or their English teacher.

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 any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course. This includes Aboriginal and Torres Strait islander students from remote indigenous communities where Standard Australian English is not the language of instruction.

An eligibility declaration must be completed (by the school and the student) for any student seeking entry to the course.

For a student who has a substantially interrupted education, approval may be sought to extend the period of instruction in English to six years. The principal is required to send a submission, including the completed declaration form to NESA, providing evidence of the student's individual circumstances.

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:

	English /EAL/D	Indicative Hours
Year 11 Course (120 Hours)	Module A: Language and Texts in Context.	40 hours
	Module B: Close Study of Text.	40 hours
	Module C: Texts and Society	40 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

	English EAL/D	Indicative hours
Year 12 course (120 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

HISTORY

ABORIGINAL STUDIES

2 Units for each of the Preliminary and HSC course

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens. For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training, and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

Preliminary Course:

Part 1: Aboriginality and the Land – 20%

- Aboriginal People’s relationship to Country
- Dispossession and dislocation of Aboriginal Peoples from Country
- Impact of British colonisation on Country

Part II: Heritage and Identity – 30%

- The Dreaming and cultural ownership
- Diversity of Aboriginal cultural and social life
- Impact of colonisation on Aboriginal cultures and families
- Impact of racism and stereotyping

Part II: International Indigenous Community: Comparative Study – 25%

- Location, environment, and features of an international indigenous community
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity

Part IV: Research and Inquiry Methods: Local Community Case Study – 25%

- Methods and skills: Community consultation; planning research; acquiring information; processing information; communicating information.

Preliminary Course			
Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods – local community case study	Communication Skills
40%	20%	20%	20%

HSC Course:

Part I – Social Justice and Human Rights Issues

A. Global Perspective – 20%

Global understanding of human rights and social justice

AND

B. Comparative Study – 30%

A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:

1. Health
2. Education
3. Housing
4. Employment
5. Criminal Justice
6. Economic Independence

Part II - A case study of an Aboriginal community for each topic – 20%

A. Aboriginality and the Land

- The Land Rights movement and the recognition of native title
- Government policies and legislation
- Non-Aboriginal responses

OR

B. Heritage and Identity

- Contemporary aspects of Aboriginal heritage and identity
- Government policies and legislation
- Non-Aboriginal responses.

Part III – Research and Inquiry Methods – Major Project – 30%

HSC Course			
Knowledge and understanding of course content	Investigation, analysis, synthesis, and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Major Project	Communication of information, ideas, and issues in appropriate forms
40%	25%	20%	15%

ANCIENT HISTORY

2 Units for each of Preliminary and HSC NESAs 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, 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.

HSC Course

Part I Core: -25%

Ancient Pompeii and Herculaneum

Part II Ancient Society: - %25

Greek: one of: Spartan

Part III Personality: - %25

Xerxes or Agrippina

Part IV Historical Period: - %25

One from:

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 - Short and Structured Responses	25	Historical Skills & analysis Historical inquiry & research	20 20
Section III Personalities - Short and Structured Responses	25	Communication of historical understanding in appropriate forms	20
Section IV Historical Periods - Extended Response	25		

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 and 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%
Source Analysis }	50%	National Study	25%
Short Answer }		Peace and Conflict Study	25%
Essays	50%	Trial HSC	30%

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?

Research Task	25%
Communities of Inquiry	25%
Reflective Journal	20%
Preliminary Examination	30%

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.

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

HSIE

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:

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

External Assessment		Internal Assessment	
A three-hour written examination comprised of:		Knowledge and understanding of course content	40%
Multiple Choice	20%	Stimulus-based skills	20%
Short-answer Questions	40%	Inquiry and research	20%
Two extended response questions, one in the form of a business report, responsive to a scenario	40%	Communication of business information, ideas and issues in appropriate forms	20%

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:

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

External Assessment	100%	Internal Assessment	100%
A three-hour written examination:		Knowledge and understanding of course concepts.	40%
Multiple choice questions	20%	Stimulus-based skills	20%
Short answer questions	40%	Inquiry and research	20%
Two extended responses, one stimulus based (20 marks each)	40%	Communication of economic information ideas and issues in appropriate forms	20%

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 and 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 Interactions	45% of course time
Global Challenges	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 course only:

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

External Assessment		Internal Assessment	
A three-hour written examination comprised of:		Knowledge and understanding of course content	40%
Section I			
Multiple choice questions	20%	Geographical tools and skills	20%
Short-answer questions	40%	Geographical inquiry and research including fieldwork	20%
Candidates answer two (2) extended response questions 20 marks each	40%	Communication of geographical information, ideas and issues in appropriate forms	20%

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
- Two additional option studies 50% of course time

Options are 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.

Assessment HSC course only:

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

External Assessment		Internal Assessment	
A three-hour written examination comprising of:			
Multiple choice questions	20%	Knowledge and understanding of course content	40%
One extended response on the Crime topic	15%	Analysis & Evaluation	20%
Short answer questions on the Human Rights topic	15%	Inquiry and research	20%
Two (2) extended response questions in the form of a 1000-1200 word essay, one for each Options	25% each	Communication of legal information, ideas and issues in appropriate forms	20%

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 are required to complete a Personal Interest Project, which develops social understanding, research methodology 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

- 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

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
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-conformity

Assessment HSC course only:

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

External Assessment	%	Internal Assessment	%
A two hour written examination comprising of: Multiple choice questions and short answer questions based on the Core	20%	Knowledge and understanding of course content	50%
	40%	Application and evaluation of social and cultural research methods	30%
	40%	Communication of information, ideas and issues in appropriate forms	20%
	40%	Personal Interest Project (PIP) – externally marked by NESA	

LANGUAGES

CHINESE BEGINNERS

Workbook Fee: \$35

2 Units for each of Preliminary and HSC NESAs Developed Course

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

CHINESE CONTINUERS

Workbook Fee: \$35

2 Units for each of Preliminary and HSC NESAC 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:

Studied Chinese in Stage 5.

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		

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:

For native Chinese speakers.

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

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

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:

Studied French in Stage 5.

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

ITALIAN BEGINNERS

WORKBOOK FEE: \$35

2 Units for each of Preliminary and HSC NESAs Developed Course

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

ITALIAN CONTINUERS

WORKBOOK FEE: \$35

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:

Studied Italian in Stage 5.

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

JAPANESE BEGINNERS

WORKBOOK FEE: \$45

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Japanese in Context. 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

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.

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:

Studied Japanese in Stage 5.

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

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

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:

Studied Spanish in Stage 5.

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 Spanish	15	Speaking	20

MATHEMATICS

MATHEMATICS OVERVIEW

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 Standard, 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

MATHEMATICS

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 sub-strands of Stage 5.1 and the following sub-strands 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

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 sub-strands of Stage 5.1, Stage 5.2 and the following sub-strands 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 sub-strands 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

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:

- 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: Proof <ul style="list-style-type: none">• Proof by Mathematical Induction
Topic: Trigonometric Functions <ul style="list-style-type: none">• Inverse Trigonometric Functions• Further Trigonometric Identities	Topic: Vectors <ul style="list-style-type: none">• Introduction to Vectors
Topic: Calculus <ul style="list-style-type: none">• Rates of Change	Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometric Equations
Topic: Combinatorics <ul style="list-style-type: none">• Working with Combinatorics	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

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

PDHPE

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

Core 1 - Better health for individuals

Core 2 - The body in motion

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 Options	60 40

DANCE

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$34

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.

SPORT, LIFESTYLE AND RECREATION

1 Unit

ELECTIVE FEE: \$108

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

SCIENCE

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%		

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%		

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%		

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%		

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%		

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**

SCIENCE EXTENSION 1 (YEAR 12 ONLY)

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 STUDIES

DESIGN AND TECHNOLOGY (11D&T)

DESIGN AND TECHNOLOGY ACCELERATED (11DTA)

2 Units for each of Preliminary and HSC NES A Developed Course

Exclusions: For the Accelerated course, must have studied special programs and have an A/B average in all subjects.

COURSE FEE: \$118

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. **Students choosing Design and Technology for the first time, select 11D&T as the code.**

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. **Students continuing with Preliminary D & T completing D & T in 2024, should mark 11DTA.**

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

ENGINEERING STUDIES

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$45

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

FOOD TECHNOLOGY

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$94

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

HOSPITALITY

Course fee : \$179 (Food Component) & \$ 275 (MANDATORY UNIFORM & KIT)

		2024 HOSPITALITY COURSE DESCRIPTOR SIT20421 Certificate II in 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)	
<p>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</p> <p>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.</p>			
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 forms ▪ customer (client) service 		<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents 	
Examples of occupations in the hospitality industry: <ul style="list-style-type: none"> <li style="width: 33%;">• breakfast cook <li style="width: 33%;">• fast food cook <li style="width: 33%;">• take-away cook <li style="width: 33%;">• catering assistant <li style="width: 33%;">• sandwich hand <li style="width: 33%;">• function cook 			
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment. Students who do not meet these requirements will be 'N' determined as required by NESA. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.			
Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.			
Course Cost: 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			

HOSPITALITY

This course is not divided into Preliminary and HSC components and all units are examinable for the HSC. The course is accredited for a total of two Preliminary and HSC units. Industry curriculum frameworks provide students with the opportunity to gain industry recognized national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC). The Hospitality (240 indicative hours) course provides a pathway to the following qualification:

- SIT 20421 – Cert II Hospitality – Cookery

The hospitality industry is one of the largest in Australia, predominately made up of small to medium businesses that provide a range of accommodation, food and beverage services. The inter-related nature of hospitality means that many businesses operate across sectors within the industry and across complementary industries such as tourism, travel and events. The restaurant and catering sector of the industry continues to experience growth with our increasingly time constrained society seeking the convenience of eating out.

The course is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills specifically related to the hospitality industry but applicable to other service industries and careers.

Main topics covered:

- Participate in safe work practices
- Use hygienic practices for food safety
- Work effectively with others
- Interact with customers
- Show social and cultural sensitivity
- Receive, store and maintain stock
- Transport and store food
- Source and use information on the hospitality industry
- Use food preparation equipment
- Clean kitchen premises and equipment
- Participate in safe food handling practices
- Maintain the quality of perishable items
- Prepare simple dishes
- Produce dishes using basic methods of cookery
- Produce appetisers and salads
- Produce vegetable, fruit, egg and farinaceous dishes
- Use cookery skills effectively.

Particular course requirements:

- Work placement is a mandatory requirement in Hospitality A. A minimum of 70 hours placement is required, plus 12 x 6 hours service period. Work placement is to be undertaken in an appropriate hospitality work environment over a period of 2 years.
- As a VET course, assessments are competency based and continuous. Assessment of competencies is standards referenced. As student's performance is judged against a prescribed set of standards – not against the performance of other students.

A student is judged either "competent" or "not yet competent".

- The HSC examination is independent of the competency-based assessment procedures and has no impact on a student's eligibility for AQF certificates. The HSC examination is a 2-hour written paper. Internal assessment in preparation for HSC purposes will consist of four internal examinations, two in Year 11 and two in Year 12. These examinations may also be used to assist with competency assessment.

INDUSTRIAL TECHNOLOGY – TIMBER

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$115

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

INDUSTRIAL TECHNOLOGY MULTIMEDIA

COURSE FEE: \$115

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%

SOFTWARE ENGINEERING

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

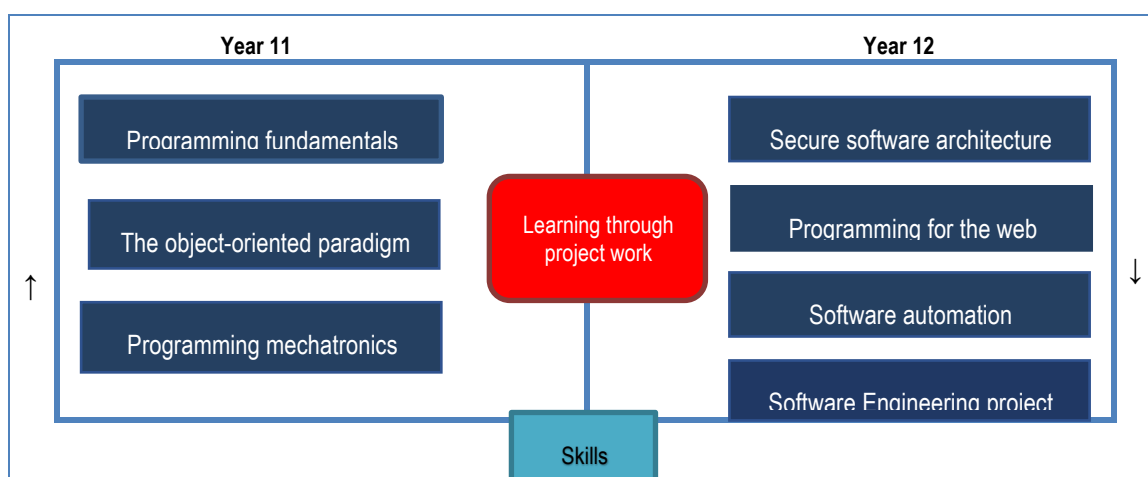
COURSE FEE: \$36

Course overview

The study of *Software Engineering 11- 12* enables students to develop an understanding of software engineering as a facet of computer science. Students have the opportunity to develop knowledge and understanding of software engineering, hardware and software integration and development, implementation and evaluation of computer programs. They focus on a systematic approach to problem-solving when designing and developing creative software solutions.

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to a greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-orientated paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and used the acquired knowledge and skills to develop as software engineering project. Project work enables students to collaborate on the problems and develop team communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participate in, a range of industries.



Software Engineering – course structure and requirements

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software.

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A software engineering project provides student with the opportunity to further develop project management skills.

Year 11 course (120 hours)	Indicative hours	Year 12 course (120 hours)	Indicative hours
Programming Fundamentals	40	Secure Software Architecture	30
The Object-Oriented Paradigm	40	Programming for the Web	30
Programming Mechatronics	40	Software Automation	30
		Software Engineering Project	30

Assessment components and weightings for Year 11:

Component	Weighting %
Knowledge and understanding of course content	50
Knowledge and skills in the practical application of the content	50

Assessment components and weightings for Year 12:

Component	Weighting %
Knowledge and understanding of course content	50
Knowledge and skills in the practical application of the content	50

TEXTILES AND DESIGN

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$61

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

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

1 Unit (Year 11 only)

NESA Endorsed Course

COURSE FEE: \$68

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.

VISUAL ARTS

2 Units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$102

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

VISUAL DESIGN

1 Unit (Year 11 only)

NESA Endorsed Course

COURSE FEE: \$ 102

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 Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

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

- 1. Board Developed VET courses** count towards the HSC or RoSA and are classified as Category B 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 2024

Creative and Performing Arts	
Drama	\$40
Entertainment	\$40
Music 1	\$57
Music 2	\$57
Languages (Workbook fee)	
Chinese Beginners	\$35
Chinese Continuers	\$35
Chinese and Literature	\$0
French Beginners	\$45
French Continuers	\$45
Italian Beginners	\$35
Italian Continuers	\$35
Japanese Beginners	\$45
Japanese Continuers	\$45
Spanish Beginners	\$45
Spanish Continuers	\$45
PDHPE	
Dance	\$34
Sport, Lifestyle & Recreation	\$108
TAS (Technology and Applied Science)	
Design and Technology	\$118
Engineering Studies	\$45
Food Technology	\$94
Hospitality (Food component)	\$179
Hospitality (Mandatory Uniform & Kit)	\$275
Industrial Technology - Timber	\$115
Industrial Technology – Multimedia	\$115
Software Engineering	\$36
Textiles and Design	\$61
Visual Arts	
Photography, Video & Digital Imaging	\$68
Visual Arts	\$102
Visual Design	\$102

Please note this is a guide only and may be subject to change

WEBCHOICE 2024 – 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 Thursday 15th June 2023**
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 16th June 2023**
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