



# MITCHELL HIGH SCHOOL

*Excellence in education since 1964*

# 2023 SENIOR SUBJECT SELECTION HANDBOOK





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**This handbook can be downloaded from the school's website:**

<https://mitchell-h.schools.nsw.gov.au/>

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## A MESSAGE FOR MHS SENIOR STUDENTS

In accepting an offer of enrolment at Mitchell High School as a senior student, students undertake to participate as a Respectful, Engaged and Active Learner in the life of the school and their senior studies. Both students and parent/carer(s) are expected to work together with teachers in building a community that offers the best possible education.

As a senior student at Mitchell High School students must:

1. Assume responsibility, with the help of teachers, for class work, bookwork, homework and study and for the prompt submission of all work and assessment tasks by set deadlines.
2. Come to school and all lessons fully prepared and work to the best of their abilities.
3. Be polite, respectful and accepting of fellow students and teachers.
4. Be courteous, cooperative and well behaved, especially when representing the school, on excursions and travelling to and from school.
5. Maintain a high standard of self-discipline and conduct themselves in a manner that brings credit to the school, in accordance with the School's Code of Conduct.
6. Regularly attend and be punctual to all lessons.
7. Wear full senior school uniform (including the school tie) at all times unless otherwise notified, including appropriate specialist uniforms and footwear for particular subjects.
8. Remain on school premises at all times.
9. Pay the appropriate course fees and book hire fees expected of a Year 11 and Year 12 student.
10. Refrain from smoking, vaping, using alcohol or drugs whilst under school authority, which extends from the time you leave home until the time you arrive home again.



# MHS SENIOR COURSE FEES

Read the below information before selecting your subjects

## Subject Fees

Subject fees are mandatory and go towards paying for materials consumed during the production of student work and projects e.g. food, wood, textiles, paints, canvas and so on. All subject fees are kept to a minimal rate and any fee changes are negotiated with the Principal and the MHS Parent & Citizens Association (P&C).

All monies requested for specific subject fees are used solely for the purchase of consumable materials in those subjects. It is most important that students experience the use of a range of materials from fabrics to timbers to sheet music to provide a broad and solid foundation of learning in early secondary years. The payment of subject fees provides the school with the funds to purchase materials necessary for use by students in these subjects.

## Preliminary and HSC Fees

Some subjects attract additional fees as a result of their use of additional consumable materials. All costs are kept to a minimum but are necessary in order to provide the materials to meet the practical components of the subject.

- Students who elect to take these subjects are required to pay for the materials and uniforms that are required to meet the subject requirements.
- Students who have not paid their fees or negotiated a payment plan, will be required to bring in all of the necessary equipment and supplies for practical lessons.
- Students are unable to purchase the Year 12 jersey/jacket or attend non-curricular excursions such as international visits, Year 12 formal etc. unless they have paid their subject fees.

## Resource/Printing Fee

All monies received are directed through to whole school resources such as library books, reference material, periodicals and photocopying. This is a conscious effort to improve the quantity and quality of learning support materials for students.

## Internet and Software Licences Fee

Technology fees help to enhance Mitchell High School's provision of educational, sporting and other extra-curricular programs. The level of payment has been negotiated with the Mitchell High School community and all attempts are made to keep these at a minimum. Monies received are used to supplement the school's base financial allocation. All monies received are directed through to whole school resources such as computers, licensing fees and other technologies and software.

If your child's fees are paid in full during Term 1 of each year, your fee will be reduced by \$10.00 to act as an incentive. We understand that the costs of living today are high, but your support in early payment would be greatly appreciated, and provides an immediate means for improving the quality of education provision for your child. If you have any difficulties with your payments, please contact the school to negotiate a payment plan.

Fees statements will be posted home early in Term 1, then reminders throughout the year.

Kind regards



Elena Marinis  
Principal

# METHODS OF PAYING COURSE AND SCHOOL FEES

All fees are payable to the school administration office using any of the four payment methods below.

**Payments can be done in four ways.**

## **Parents' Online Payment**

Visit Mitchell High School's website:

<https://mitchell-h.schools.nsw.gov.au/>

This is a secure payment system hosted by Westpac to ensure that your credit/debit card details are captured in a secure manner and these details are not passed back to the school. Payments can be made using either a Visa, MasterCard credit or debit card. The payment page is accessed from the front page of the school's website by selecting \$ Make a payment. Payment(s) for course fees, school contributions, excursions, sales to students and creative and practical arts activities (these include band and dance) can be made here. There is also a category called 'Other': this is to cover items not covered in the previous heading. 'Other' can be used to make a payment of miscellaneous items e.g. overseas tours, calculators, textbooks etc. Once your transaction is complete a receipt of payment will be emailed to you by Westpac. **Please note that the school will not re-issue you a receipt.**

**When you access the \$ Make a payment you must enter:**

- the student's name, and
- class and reference number or the student's name
- date of birth.

You have the ability to check and change any details of the payment before the payment is processed. Receipts can be emailed and/or printed. For any enquiries regarding the Online Payment process please contact the School Administration Office.

**What types of payments are NOT to be paid on the Parents' Online Payment system**

**Weekly sport payments and MHS uniform shop items are NOT to be paid for through the online payments system.**

Weekly sport payments are to be paid to the sports organiser on sport day and any items brought from the MHS uniform shop need to be paid to The School Locker.

## **EFTPOS**

Payment(s) at Mitchell High School's Administration Office or telephone your credit card details

## **Cheque**

Payment(s) at Mitchell High School's Administration Office

## **Cash**

Payment(s) at Mitchell High School's Administration Office

**Fees statements will be posted home early in Term 1, then reminders throughout the year.**

# PURPOSE OF THE HIGHER SCHOOL CERTIFICATE (HSC)

**The purpose of the Year 12 (HSC) program of study is to:**

- provide a curriculum structure that encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools have the opportunity to foster students' physical and spiritual development

**Additional information about courses and the new Year 12 (HSC) is available on the NSW Education Standards Authority (NESA) Website:**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

# MESSAGE FOR PARENT/CARER(S) AND STUDENTS

From MHS Executive Staff

This booklet has been prepared to help students intending to continue their education at Mitchell High School into Year 11 in 2023 to make informed decisions. It is the first step in the process towards students making their subject choices for next year. Each student will be interviewed and individually advised in Term 3. These decisions are very important and may affect their future success at school and beyond.

Students and parents should not hesitate to seek advice from teachers, family and friends. Students should choose subjects because they are interested in them, have the ability to cope with them and finally, because the subject may help them gain entry into courses after school or into employment.

It is important that students prepare at school for an occupational future. It is also important that students receive the type of broad educational base from which a variety of occupational choices may stem. It is particularly important that students have the best possible preparation for taking part in a society that is subject to rapid change and increasing diversity, remembering that most jobs now require students to have studied to Year 12 level.

Due to economic and social change more students are now staying on at school to find a place in the workplace. All students are strongly advised to consider not only their needs and interests in selecting subjects, but also their ability to handle the particular subject at the Higher School Certificate level. In particular they should consider their abilities in English expression, Mathematics and Science as well as their past performance in relation to other students.

Approximately 45% of students in this year will gain entry to and attend university straight from school. For those who do not wish to go to university, their subject choices may be very broad and include Content Endorsed Courses. From past experience approximately 70% of students leaving Year 12 attend further study usually at a TAFE college. Many of these students then continue their study onto university after completing a TAFE course.

Students need to carefully select subjects for Years 11 and 12. There are many people around the school that they can rely on for advice to help them make a thoughtful choice. The Principal, Deputy Principals, Careers Adviser, Head Teachers, Year Advisers and teachers are all very willing to help.

The Year 12 (HSC) has many pathways. Choose carefully. Good luck!

Ms E. Marinis (Principal)

Mrs L. Pares (Deputy Principal)

Mrs C. Kreiss (Deputy Principal)

Mrs A. Edwards (HT Secondary Studies and History)

## GENERAL INFORMATION ABOUT THE HSC

This is your introduction to the Year 12 (HSC) and the many options now available. More information is contained in the following NSW Education Standards Authority (NESA) publication distributed with this booklet:

### **Studying for the Higher School Certificate – An Information Booklet for Year 10 Students**

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- Courses will be linked to further education and training.
- Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses will count towards the Year 12 (HSC) and will also lead to qualifications recognised across a range of industries.
- The Year 12 (HSC) will include life skills courses for students with special education needs.
- The Year 12 (HSC) will fairly assess each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive an easy-to-understand report which contains much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.



## WHAT TYPES OF COURSES CAN I SELECT?

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

### Board Developed Courses

These courses have been 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
- the performance scale (except for Vocational Education and Training Courses)

All students entered for the Year 12 (HSC) who are studying these courses follow these syllabuses. These courses are examined externally at the end of the Year 12 (HSC) course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

### Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
- Vocational Education and Training courses each have a specific work placement component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.
- Industry Curriculum Framework Courses (Hospitality can contribute to your ATAR. (Only **ONE** Framework course can be included in calculation of the ATAR.) Non-Framework courses **cannot** count towards your ATAR (except the TAFE delivered Accounting course).

Further information about VET courses appears in the section listing the Year 12 (HSC) Courses available.

### Board Endorsed Courses

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses **do not count in the calculation of the ATAR.**

### Board Endorsed Courses offered at Mitchell High School in 2023 include:

- Exploring Early Childhood
- Numeracy Stage 6
- Sport, Lifestyle and Recreation
- Work Studies

### 'Pathways'

It is possible to take more than two (2) years to complete the Year 11 (Preliminary HSC) and Year 12 (HSC) program in specific circumstances. This would need to be negotiated with the principal.

# 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 2 hours per week (60 hours per year). In the Year 12 (HSC) each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

**2 units = 4 hours per week (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. It 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, Music, Science, some Languages and VET. Undergraduate university courses will be available in some subjects.

English, Science and Mathematics Extension Courses are available at Year 11 (Preliminary HSC) and Year 12 (HSC) levels. Students must study the Year 11 (Preliminary HSC) extension course in these subjects before proceeding to the two Year 12 (HSC) extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

Year 12 (HSC) extension courses in subjects other than English, Science and Mathematics are offered and examined in Year 12 only.

**1 Unit Course** 1 unit equals approximately 2 hours of class time each week or 60 hours per year. There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

# REQUIREMENTS FOR THE AWARD OF THE HSC

## If you wish to be awarded the Year 12 (HSC):

- you must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of **12 units in the Year 11 (Preliminary HSC) course** and a minimum of **10 units in the Year 12 (HSC) course**. Both the Year 11 (Preliminary HSC) course and the Year 12 (HSC) course must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects.

## To be eligible for the HSC, you must:

- complete HSC: All My Own Work before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses.
- show a minimum standard of literacy and numeracy by sitting and passing the HSC Minimum Standard tests in writing, reading and numeracy.

## For more information download:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

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

- The NSW Education Standards Authority (NESA) publication. **Studying for the New Higher School Certificate – An Information Booklet for Year 10 Students**, contains all the Year 12 (HSC) rules and requirements you will need to know.
- If you wish to receive the Australian Tertiary Admission Rank (ATAR) you must study a minimum of 10 Board Developed units in the Year 12 (HSC) Course. The UAC Guide (available to borrow from the MHS Careers Adviser), will contain important information about entry to university courses, course prerequisites and other information to assist your choice of Year 12 (HSC) courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

# HSC ALL MY OWN WORK PROGRAM

## Completing assessment tasks honestly

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

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

## Did you know if you plagiarise in your exam/assessments you go onto the malpractice register? Have you considered how this may affect you in the future?

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

## Start the program

There are five modules in the program. You will begin with Scholarship Principles and Practices first and the remaining in the order of preference.

- **Module One:** Scholarship Principles and Practices (start here)
- **Module Two:** Acknowledging Sources
- **Module Three:** Plagiarism
- **Module Four:** Copyright
- **Module Five:** Working with others

Each module includes information, scenarios, strategies, recommended resources and a quiz.

## Certifying completion of the program

The criteria for satisfactory completion of the program are similar to the criteria for satisfactory completion of a Preliminary or HSC course.

A student is considered to have satisfactorily completed the program if, in the principal's view, there is sufficient evidence that the student has:

- systematically addressed the content covered by the program
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the program by the school
- achieved some or all of the program outcomes.

As with decisions about satisfactory completion of a course, the professional judgement of principals and teachers is a key element in decisions about a student's satisfactory completion of the program. Principals are also able to deem that satisfactory completion has been demonstrated through equivalent programs.

Principals will certify a student's completion of the program via Schools Online when confirming Preliminary and HSC entries for their school.

# HSC MINIMUM STANDARD

## What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC Minimum Standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2023. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- sit the HSC exams.
- receive an ATAR for university applications
- receive a ROSA
- receive a 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 two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Years 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. The tests must be administered by schools via a lockdown browser.

**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.

You need reading, writing and maths skills to be successful in everyday life after school. That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2023. To check you have the basics right, you need to sit short online tests of reading, writing and maths for everyday life.

You get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Your school will help you decide when you are ready to take each test. If you pass the online tests of basic reading, writing and numeracy skills you will show you've met the HSC minimum standard.

## I will complete the HSC in 2023 or later

You need to meet the HSC minimum standard to receive the HSC.

To show you meet the standard you need pass the three (3) online reading, writing and numeracy tests

## How is the standard set?

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

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application and creating a personal weekly budget.

## Further Information NSW Education Standards Authority (NESA) visit:

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

# AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

**These rules apply for students wanting to apply for university entrance.**

## **ATAR RULES**

### **Rule # 1**

A student must complete at least ten units of Board Developed courses including at least two units of English. The Board Developed courses must include at least three courses of two units or greater, and at least four subjects.

### **Rule # 2 – Calculation of the ATAR**

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

- the best two units of English
- the best eight units from the remaining units.

**Only two units of Category B Courses will be included in the ATAR calculation. The optional examination must be taken to count towards an ATAR.**

### **Examples of Category B Courses**

**NOT all these courses are offered at Mitchell High School**

- English Studies (Category B ATAR Calculation. Possible attainment of an ATAR may occur when the Year 12 (HSC) common exam is selected, otherwise, a non-ATAR subject)
- Automotive – Mechanical (VET) Course (TAFE)
- Automotive – Body Repair (VET) Course (TAFE)
- Automotive – Electrical (VET) Course (TAFE)
- Electrotechnology – VET Course (TAFE)
- Entertainment (VET) Course (TAFE)
- Financial Services (VET) Course (TAFE)
- Hospitality (VET) Course (offered at MHS)
- Human Services (VET) Course (TAFE)
- Information Technology (VET) Course (TAFE)
- Retail Services (VET)
- Tourism (VET) Course (TAFE)
- Tourism and Events (VET) Course (TAFE)

### **Content Endorsed Courses**

These courses **DO NOT** contribute towards an **ATAR**

- Exploring Early Childhood
- Numeracy Stage 6
- Sport, Lifestyle and Recreation
- Work Studies

## TYPES OF HSC COURSES OFFERED

These courses will only run in 2023/2024 if there is sufficient demand from students to form classes. If a particular course cannot run because of insufficient demand, students who have indicated a preference for this course will need to make an alternative choice later in the year. Remember that students must complete an English course and in their Year 11 (Preliminary HSC) **must study a total of 12 units.**

<b>YEAR 12 (HSC) BOARD DEVELOPED COURSES</b> <b>See course notes following this table for explanation of symbols</b>			
SUBJECT	COURSES Year 11 (Preliminary HSC) Year 12 (HSC) (2 Unit)	COURSES Year 11 (Preliminary HSC) Extension (1 Unit)	COURSES Year 12 (HSC) Extension (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Ancient History	Ancient History		
Biology	Biology <sup>2</sup>		
Business Studies	Business Studies		
Chemistry	Chemistry <sup>2</sup>		
Community and Family Studies	Community and Family Studies		
Dance	Dance		
Earth and Environmental Science	Earth and Environmental Science		
Economics	Economics		
English	English EAL/D English Standard English Advanced English Studies (Category B Subject. Possible attainment of an ATAR may occur when the Year 12 (HSC) common exam is selected, otherwise, a non-ATAR subject)	Year 11 (Preliminary HSC) English Extension	Year 12 (HSC) English Extension 1 Year 12 (HSC) English Extension 2
Engineering	Engineering		
Drama	Drama		
Food Technology	Food Technology		
Geography	Geography		
German	# German Beginners		
Industrial Technology	Industrial Technology		

## TYPES OF HSC COURSES OFFERED

<b>SUBJECT</b>	<b>COURSES Year 11 (Preliminary HSC) Year 12 (HSC) (2 Unit)</b>	<b>COURSES Year 11 (Preliminary HSC) Extension (1 Unit)</b>	<b>COURSES Year 12 (HSC) Extension (1 Unit)</b>
Information Processes and Technology	Information Processes and Technology		
Investigating Science	Investigating Science		
Languages	Please see next table		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard 1 Mathematics Standard 2 Mathematics Advanced Numeracy Stage 6	Year 11 (Preliminary HSC) Mathematics Extension 1	Year 12 (HSC) Mathematics Extension 1 Year 12 (HSC) Mathematics Extension 2
Music	Music 1 <sup>3</sup>		
Personal Development, Health and Physical Education	Personal Development, Health and Physical Education		
Physics	Physics <sup>2</sup>		
Science Extension			Science Extension
Society and Culture	Society and Culture		
Studies of Religion	Studies of Religion II		
Software Design and Development	Software Design and Development		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		



# HSC BOARD DEVELOPED LANGUAGES COURSES

## Languages

- Students may only study a language through the Saturday School of Community Languages if the school does not offer it.
- Students studying a language at Saturday School of Community Languages may only do so if it is their background language and spoken at home. French and German are not offered at Saturday School.

**If you are considering any of these options, see Miss Mehic (Languages Coordinator) in the Languages Staffroom to discuss this further.**

SUBJECT	COURSES Year 11 (Preliminary HSC) Year 12 (HSC) (2 Unit)	COURSES Year 11 (Preliminary HSC) Extension (1 Unit)	COURSES Year 12 (HSC) Extension (1 Unit)
Arabic	# Arabic Beginners Arabic Continuers		Year 12 (HSC) Arabic Extension
Armenian	Armenian		
Chinese	# Chinese Beginners Chinese Continuers Chinese Language in Context		Year 12 (HSC) Chinese Extension
Classical Greek	Classical Greek Continuers		Year 12 (HSC) Classical Greek Extension
Croatian	Croatian <sup>5</sup>		
Dutch	Dutch		
Filipino	Filipino		
Classical Hebrew	Classical Hebrew Continuers		Year 12 (HSC) Classical Hebrew Extension
Modern Hebrew	Modern Hebrew Continuers		
Hindi	Hindi		
Hungarian	Hungarian		
Indonesian	# Indonesian Beginners <sup>6</sup> Indonesian Continuers <sup>6</sup> Indonesian and Literature Indonesia in Context		Year 12 (HSC) Indonesian Extension
Italian	# Italian Beginners Italian Continuers		Year 12 (HSC) Italian Extension

<b>SUBJECT</b>	<b>COURSES Year 11 (Preliminary HSC) Year 12 (HSC) (2 Unit)</b>	<b>COURSES Year 11 (Preliminary HSC) Extension (1 Unit)</b>	<b>COURSES Year 12 (HSC) Extension (1 Unit)</b>
Japanese	# Japanese Beginners Japanese Continuers Japanese in Context		Year 12 (HSC) Japanese Extension
Korean	# Korean Beginners Korean Continuers		
Khmer	Khmer		
Latin	Latin Continuers		Year 12 (HSC) Latin Extension
Macedonian	Macedonian <sup>5</sup>		
Modern Greek	# Modern Greek Beginners Modern Greek Continuers		Year 12 (HSC) Modern Greek Extension
Persian	Persian		
Polish	Polish		
Portuguese	Portuguese		
Punjabi	Punjabi		
Russian	Russian Continuers		
Serbian	Serbian <sup>5</sup>		
Spanish	# Spanish Beginners Spanish Continuers		Year 12 (HSC) Spanish Extension
Swedish	Swedish		
Tamil	Tamil		
Turkish	Turkish		
Vietnamese	Vietnamese Continuers		

# HSC COURSE NOTES

**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, Design and Technology, Dance, Community and Family Studies, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.

- You may not study both the Studies of Religion II course and the Studies of Religion I course.
- You may present for only one of the following languages: Croatian, Macedonian, Serbian, Slovenian.
- You may not study both Indonesian and Malay.

**Additional information about courses and the Year 12 (HSC) is available on the NSW Education Standards Authority (NESA) Website:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Content Endorsed Courses other than Vocational Content Endorsed Courses (CEC's) Offered at Mitchell High School in 2023.

Course	Unit
Exploring Early Childhood	2 unit Year 11 (Preliminary HSC) / Year 12 (HSC)
Numeracy Stage 6	2 unit Year 11 (Preliminary HSC) / Year 12 (HSC)
Sport, Lifestyle and Recreation	2 unit Year 11 (Preliminary HSC) / Year 12 (HSC)
Work Studies	2 unit Year 11 (Preliminary HSC) / Year 12 (HSC)

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

# BOARD DEVELOPED COURSES

## Vocational Education and Training (VET)

### VET Curriculum Frameworks

The Board has developed curriculum frameworks for four industries. Within each framework there are a number of courses. Each VET Framework course is worth 2 units (240 hours) these may contribute towards the ATAR. Students may wish to study more than one of these courses as part of their 12 Preliminary HSC units. A maximum of one course only can count towards an ATAR. You must undertake a mandatory 70 hour work placement to complete these courses successfully.

The courses below will include a written examination in the Higher School Certificate in addition to the other requirements of the course if you wish for this course to count for an ATAR. The courses below will be offered at Mitchell High School in 2023. The teachers of these courses have been trained and assessed to the relevant industry standards.

### The framework delivered at Mitchell High School

- Hospitality

### VET courses are also available at TAFE (TVET). These are:

- Aged Care
- Automotive-Mechanical
- Automotive-Body Repair
- Automotive-Electrical
- Construction
- Electrotechnology
- Entertainment
- Financial Services (Accounts Administration)
- Hospitality \*
- Human Services
- Information Technology
- Primary Industries
- Retail Services
- Tourism
- Tourism and Events

### Note

- Students are not permitted to study more than one TAFE subject.
- Courses are run on Monday or Wednesday from approximately 2pm-6pm. (some time variations may occur)
- TVET is an additional subject to any school subject chosen at MHS (e.g. 14 units total instead of 12 units)
- \* Students may only choose these TVET subjects if the course is not running at school.

# ASSESSMENT AND REPORTING

- The Year 12 reports will provide you with detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are being provided with a syllabus package for each course. The packages include 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 that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute to 50% of your Year 12 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 Year 12 Examination.
- Your Year 12 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 will correspond to the highest level of achievement.
- On satisfactory completion of your Year 12 you will receive a portfolio containing:
  - **The Year 12 (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 Year 12 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 state-wide distribution of marks in the course is also shown.

# **MHS COURSE DESCRIPTIONS BOARD DEVELOPED COURSES**

**Courses offered at Mitchell High School**

**Year 11 (Preliminary HSC) 2023**

**Year 12 (HSC) 2024**

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# **BOARD DEVELOPED COURSES**

## **ENGLISH**

## COURSE: ENGLISH STANDARD

### 2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)

#### Board Developed Course

**Exclusions:** English Advanced; English EAL/D; English Extension; English Studies

#### Course Description

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening and viewing and representing. Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provide students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives. Students study a range of texts from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

#### Main Topics Covered

##### Year 11 (Preliminary HSC) Course – The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called “Common Module: Reading to Write”. Students explore texts and develop skills in synthesis. The common content comprises one third of the course content.
- Electives, in which students explore and examine texts and analyse aspects of meaning. The electives comprise two thirds of the course content.

##### Year 12 (HSC) Course – The course has two sections:

- The Year 12 (HSC) Common Content which consists of one module common to the Year 12 (HSC) Standard and the Year 12 (HSC) Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Three modules, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to undertake one module ‘The Craft of Writing’ either concurrently or separately to other modules.

#### Particular Course Requirements

##### Year 11 (Preliminary HSC) English Standard Course students are required to:

- study quality literature including Australian, Torres Strait Islander and Asian texts.
- explore a range of types of text drawn from: prose fiction, drama, poetry, nonfiction, film, media, and digital texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

##### Year 12 (HSC) English Standard Course requires the close study of:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; drama OR poetry; nonfiction OR film OR media
- a wide range of additional related texts and textual forms

#### Assessment: Year 12 (HSC) Course only

External Assessment	Weighting %	Internal Assessment	Weighting %	
<ul style="list-style-type: none"> <li>• Paper 1 – Common Module 1 hour 30 min</li> <li>• Paper 2 – Modules 2 hours                             <ul style="list-style-type: none"> <li>– Section I</li> <li>– Section II</li> <li>– Section III</li> </ul> </li> </ul>	50	<b>Conditional: Pending further advice from NESA</b> <ul style="list-style-type: none"> <li>• Common Module</li> <li>• Module A</li> <li>• Module B and C</li> <li>• Trial HSC Examination</li> </ul>	20	
	50			25
				25
				30
	<b>100</b>		<b>100</b>	
		<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding across all language modes</li> </ul>	50	
			50	
	<b>100</b>		<b>100</b>	
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>	
		<b>Year 12 (HSC)</b>	<b>Nil</b>	

## COURSE: ENGLISH ADVANCED

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**  
**Board Developed Course**  
**Exclusions:** English Standard; English EAL/D, English Studies

**Course Description**  
 The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world. Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes. Students study a range of texts from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

**Main Topics Covered**  
**Year 11 (Preliminary HSC) Course – The course has two sections:**

- Content common to the Standard and Advanced courses is undertaken through a unit of work called “Common Module: Reading to Write”. Students explore texts and develop skills in synthesis. The common content comprises one third of the course content.
- Electives in which students explore and examine texts and analyse aspects of meaning. The electives comprise two thirds of the course content.

**Year 12 (HSC) Course – The course has two sections:**

- The Year 12 (HSC) Common Content which consists of one module common to the Year 12 (HSC) Standard and the Year 12 (HSC) Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Three modules, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to undertake one module ‘The Craft of Writing’ either concurrently or separately to other modules.

**Particular Course Requirements**  
**Year 11 (Preliminary HSC) English Advanced Course students are required to:**

- study quality literature including Australian, Torres Strait Islander and Asian texts.
- explore a range of types of text drawn from: prose fiction, drama, poetry, nonfiction, film, media, and digital texts
- undertake wide reading programs involving texts and textual forms composed in and for a variety of contexts
- integrate the modes of reading, writing, listening, speaking, and viewing and representing as appropriate
- engage in the integrated study of language and text.

**Year 12 (HSC) English Advanced Course requires the close study of:**

- at least four types of prescribed text, one drawn from each of the following categories: prose fiction; drama OR poetry; nonfiction OR film OR media
- a wide range of additional related texts and textual forms.

### Assessment: Year 12 (HSC) Course only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>• Paper 1 – Common Module 1 hour 30 min</li> <li>• Paper 2 – Modules 2 hours                             <ul style="list-style-type: none"> <li>– Section I – Module A</li> <li>– Section II – Modula B</li> <li>– Section III – Module C</li> </ul> </li> </ul>	50	<b>Conditional: Pending further advice from NESA</b> <ul style="list-style-type: none"> <li>• Common Module</li> <li>• Module A and C</li> <li>• Module B and C</li> <li>• Trial HSC Examination</li> </ul>	20
	50		25
			25
			30
			<b>100</b>
		<b>Assessment</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding across all language modes</li> </ul>	50
			50
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
		<b>Year 12 (HSC)</b>	<b>Nil</b>

**COURSES: YEAR 11 (PRELIMINARY HSC) ENGLISH EXTENSION  
YEAR 12 (HSC) ENGLISH EXTENSION 1  
YEAR 12 (HSC) ENGLISH EXTENSION 2**

**1 unit of study for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Prerequisites:** English Advanced

Year 11 (Preliminary HSC) English Extension is a prerequisite for Year 12 (HSC) English Extension Course 1

Year 12 (HSC) English Extension Course 1 is a prerequisite for Year 12 (HSC) English Extension Course 2

**Exclusions:** English Standard; English EAL/D, English Studies

**Course Description**

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts. Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

**Main Topics Covered**

**Year 11 (Preliminary HSC) Extension Course**

The course has two sections:

- One module: Texts, Culture and Value
- One research project

**Year 12 (HSC) English Extension Course 1** The course has one module: Literary Worlds. Students must study three prescribed texts, at least two of which must be print texts.

**Year 12 (HSC) English Extension Course 2** The course requires students to complete a Major Work.

**Particular Course Requirements**

**Year 11 (Preliminary HSC) English Extension Course** students are required to examine a key text from the past and its manifestations in one or more recent cultures. Students also explore, analyse and critically evaluate their own examples of such appropriation in a range of contexts and media.

**Year 12 (HSC) English Extension Course 1** Requires the study of prescribed texts (as outlined in the prescriptions document, English Stage 6 Electives).

**Year 12 (HSC) English Extension Course 2** Requires completion of a Major Work and a statement of reflection.

**Assessment: Year 12 (HSC) English Extension Course (1 ONLY)**

External Assessment	Weighting %	Internal Assessment	Weighting %
• A two-hour written examination	100	<b>Conditional: Pending further advice from NESA</b>	
		<ul style="list-style-type: none"> <li>• Imaginative response</li> <li>• Critical Response</li> <li>• Trial HSC Examination</li> </ul>	30 40 30
		<b>Assessment:</b>	
		<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding across all language modes</li> </ul>	50 50
	<b>100</b>		<b>100</b>

**Assessment: Year 12 (HSC) English Extension Course 2**

External Assessment	Weighting %	Internal Assessment	Weighting %
<b>Submission of Major Work</b>		<b>Conditional: Pending further advice from NESA</b>	
<ul style="list-style-type: none"> <li>• Including a 1000–1500 word (maximum) reflection statement</li> </ul>	50	<ul style="list-style-type: none"> <li>• Viva Voce</li> <li>• Literature Review</li> <li>• Critique of the creative process</li> </ul>	30 40 30
	<b>50</b>		<b>50</b>

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC)</b>	<b>Nil</b>

## COURSE: ENGLISH EAL/D

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** English (Standard); English (Advanced); English (Extension), English Studies

**Eligibility rules apply. Please ask your teacher to check the Stage 6 English Syllabus**

### Course Description

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. They can become imaginative, critical and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society.

The English EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. The English EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-Century world. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

- Three modules with an optional fourth teacher-developed module.

#### Year 12 (HSC) Course

- Four modules, one of which is studied concurrently with the others.

### Particular Course Requirements

#### Year 11 (Preliminary HSC) English EAL/D Course students are required to:

Study three modules. There are no prescribed texts for study in Year 11.

#### Year 12 (HSC) English EAL/D Course students are required to study:

Three modules with a fourth module, 'A Focus on Writing' to be studied concurrently:

- at least three types of prescribed texts drawn from: prose fiction; drama OR poetry; nonfiction OR film OR media or multimedia texts
- a wide range of additional related texts and textual forms
- prescribed stimulus booklet.

### Assessment: Year 12 (HSC) Course only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>• Paper 1 – Module A and focus on writing 1 hour 30 min</li> <li>• Paper 2 – Module B and C 1 hour</li> <li>• Listening Paper 30 min</li> </ul>	45	<b>Conditional: pending further advice from NESA</b> <ul style="list-style-type: none"> <li>• Module A</li> <li>• Module B</li> <li>• Module C</li> <li>• Trial HSC Examination</li> </ul>	30
	45		20
	15	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Skills in responding across all language modes</li> </ul>	25
	<b>100</b>		25
			<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
		<b>Year 12 (HSC)</b>	<b>Nil</b>

## COURSE: ENGLISH STUDIES

(Possible attainment of an ATAR may occur when the Year 12 (HSC) common exam is selected. Otherwise, a non-ATAR subject)

### 2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)

#### Board Developed Course

**Exclusions:** English (Advanced); English (Standard) English (EAL/D)

#### Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

#### Main Topics Covered

##### Year 11 (Preliminary HSC) Course – The course has two sections:

- A mandatory unit 'Achieving Through English'
- Study of two modules selected from a range of modules.

##### Year 12 (HSC) Course – The course has two sections:

- The Year 12 (HSC) Common Content consists of one module common to the Year 12 (HSC) Standard and the Year 12 (HSC) Advanced courses where students analyse and explore texts and apply skills in synthesis. A prescribed text and related texts must be studied and there is an optional Year 12 (HSC) exam which qualifies students for an ATAR – more information is to be released by NESA on this.
- Study of three modules selected from a range of modules.

#### Particular Course Requirements

Assessment for English Studies involves at least one assessment task derived from formal internal examinations and a variety of tasks designed to give students the opportunity to demonstrate outcomes in different ways including:

- Portfolios of students' own compositions completed over time
- Individual and group presentations
- Multimodal presentations
- Research assignments
- Viewing/listening tasks
- Multiple choice and short answer tests
- Written or oral reports related to excursions, work experience or other work involving experience with the community beyond the school.

#### Assessment: Year 12 (HSC) Course only

External Assessment	Weighting %	Internal Assessment	Weighting %
Optional Examination: <ul style="list-style-type: none"><li>• English Studies 2 hour 30 min</li></ul>	100	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Skills in responding across all language modes</li></ul>	50
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
		<b>Year 12 (HSC)</b>	<b>Nil</b>

## COURSE: DRAMA

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

### Board Developed Course

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### Course Description

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

### Year 11 (Preliminary HSC) Course

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

### Year 12 (HSC) Course

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

### The Group Performance

(3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate their 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.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

- Improvisation, Playbuilding, Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

#### Year 12 (HSC) Course

- Australian Drama and Theatre (Core content)
- Studies in Drama and Theatre
- Group Performance (Core content)
- Individual Project

### Particular Course Requirements

The Year 11 (Preliminary HSC) course informs learning in the Year 12 (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, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the Year 12 (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 Year 12 (HSC) course when choosing Individual Projects.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"><li>• Group Presentation (Core)</li><li>• Individual Project</li><li>• A 1 1/2 hour written examination comprising two compulsory sections:<ul style="list-style-type: none"><li>– Australian Drama and Theatre (Core)</li><li>– Studies in Drama and Theatre</li></ul></li></ul>	30 30 40	<ul style="list-style-type: none"><li>• Australian Drama and Theatre</li><li>• Studies in Drama and Theatre</li><li>• Development of Group Performance</li><li>• Development of Individual Project</li></ul>	30 30 20 20
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
		<b>Year 12 (HSC)</b>	<b>Nil</b>

# **BOARD DEVELOPED COURSES**

## COMPUTING



<b>COURSE: INFORMATION PROCESSES AND TECHNOLOGY</b>			
<b>2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)</b>			
<b>Board Developed Course</b>			
<b>Exclusions:</b> Computing Applications CEC			
<b>Course Description</b> Information Processes and Technology is the study of computer-based information systems. It focuses on information-based processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.			
<b>Year 11 (Preliminary HSC) Course</b> Introduction to Information Skills and Systems (20%) Tools for Information Processes (50%) Developing Information Systems (30%)		<b>Year 12 (HSC) Course</b> Project Management (20%) Information Systems and Databases (20%) Communication Systems (20%) Option Strands (40%) Students will select <b>TWO</b> of the following options: <ul style="list-style-type: none"> <li>• Transaction Processing Systems</li> <li>• Decision Support Systems</li> <li>• Automated Manufacturing Systems</li> <li>• Multimedia Systems</li> </ul>	
<b>Particular Course Requirements</b> There is no prerequisite study for the 2 unit Year 11 (Preliminary HSC) course. Completion of the 2 unit Year 11 (Preliminary HSC) course is a prerequisite to the study of the 2 unit Year 12 (HSC) course.  The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Year 11 (Preliminary HSC) and Year 12 (HSC) courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.			
<b>Assessment: Year 12 (HSC) Course Only</b>			
<b>External Assessment</b>	<b>Weighting %</b>	<b>Internal Assessment</b>	<b>Weighting %</b>
A three hour written examination		Component	
<b>Section I – Core</b> Objective response questions	20	• Knowledge and understanding of course content	60
<b>Section II – Core</b> Short-answer question	40	• Knowledge and skills in the design and development of information systems	40
<b>Section III – Options</b> Candidates answer the question on the two options they have studied	40		
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>\$20.00</b>
		<b>Year 12 (HSC)</b>	<b>\$20.00</b>

## COURSE: SOFTWARE DESIGN AND DEVELOPMENT

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Computing Applications CEC

### Course Description

The Year 11 (Preliminary HSC) course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

The Year 12 (HSC) course builds on the Year 11 (Preliminary HSC) course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.

### Year 11 (Preliminary HSC) Course

- Concepts and Issues in the Design and Development of Software (30%)
  - Social and ethical issues
  - Hardware and software
  - Software development approaches
- Introduction to Software Development (50%)
  - Defining and understanding the problem
  - Planning and designing software solutions
  - Implementing software solutions
  - Testing and evaluating software solutions
  - Maintaining software solutions
- Developing software solutions (20%)

### Year 12 (HSC) Course

- Development and Impact of Software Solutions (15%)
  - Social and ethical issues
  - Application of software development approaches
- Software Development Cycle (40%)
  - Defining and understanding the problem
  - Planning and design of software solutions
  - Implementing of software solutions
  - Testing and evaluation of software solutions
  - Maintaining of software solutions
- Developing a Solution Package (25%)
- Options (20%)
  - Programming paradigms or
  - The interrelationship between software and hardware

### Particular Course Requirements

There is no prerequisite study for the Year 11 (Preliminary HSC) course. Completion of the Year 11 (Preliminary HSC) course is a prerequisite for the Year 12 (HSC) course.

It is a mandatory requirement that students spend a minimum of 20% of Year 11 (Preliminary HSC) course time and 25% of Year 12 (HSC) course time on practical activities using the computer.

### Assessment: Year 12 (HSC) Course only

External Assessment	Weighting %	Internal Assessment	Weighting %
A three hour written examination		Component	
<b>Section I – Core</b>		• Knowledge and understanding of course content	50
Objective response questions	20	• Knowledge and skills in the design and development of software solutions	50
<b>Section II – Core</b>			
Short-answer question	60		
<b>Section III – Options</b>			
Candidates answer the question on the option they have studied	20		
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>\$20.00</b>
		<b>Year 12 (HSC)</b>	<b>\$20.00</b>

**BOARD DEVELOPED COURSES**  
**CREATIVE AND PERFORMING**  
**ARTS (CAPA)**

## COURSE: MUSIC 1

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Prerequisites:** Music mandatory course (or equivalent)

**Exclusions:** Music 2

### Course Description

In the Year 11 (Preliminary HSC) and Year 12 (HSC) courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

### Main Topics Covered

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

### Particular Course Requirements

#### Year 12 (HSC) course

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

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

### Assessment: Year 12 (HSC) Course only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>Core Performance (one piece)</li> <li>Written examination - Aural Skills (45-60 minutes)</li> </ul> <p><b>Electives</b> Three electives from any combination of:</p> <ul style="list-style-type: none"> <li>Performance (one piece)</li> <li>Composition (one submitted composition)</li> <li>Musicology (one viva voce)</li> </ul>	<p>20</p> <p>30</p>	<ul style="list-style-type: none"> <li>Core Performance</li> <li>Core Composition</li> <li>Core Musicology</li> <li>Core Aural</li> </ul>	<p>10</p> <p>10</p> <p>10</p> <p>25</p>
<ul style="list-style-type: none"> <li>Elective 1</li> <li>Elective 2</li> <li>Elective 3</li> </ul>	<p>20</p> <p>20</p> <p>20</p>	<ul style="list-style-type: none"> <li>Elective 1</li> <li>Elective 2</li> <li>Elective 3</li> </ul>	<p>15</p> <p>15</p> <p>15</p>
	<b>110</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>\$45.00</b>
		<b>Year 12 (HSC)</b>	<b>\$45.00</b>

## COURSE: VISUAL ARTS

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

### Board Developed Course

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

### Course Description

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the Year 12 (HSC) course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Year 11 (Preliminary HSC) course is broadly focused, while the Year 12 (HSC) course provides for deeper and more complex 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.

### Year 11 (Preliminary HSC) 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, artworks, the world and audiences in the artworld
- the different ways the Visual Arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning, focus and interest in their work
- building understandings over time through various investigations and working in different forms.

### Year 12 (HSC) Course learning opportunities focus on:

- how students may develop their practice in artmaking, art criticism, and art history
- how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations
- how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations
- how students may further develop meaning and focus in their work.

### Particular Course Requirements

#### Year 11 (Preliminary HSC) Course:

- artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

#### Year 12 (HSC) Course:

- development of a body of work and use of a process diary
- a minimum of five Case Studies (4-10 hours each)
- deeper and more complex investigations in art making, art criticism and art history.

### Uniform/Class Requirements

- Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

### Assessment: Year 12 (HSC) Course only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>• A 1 1/2 hour written examination paper</li> <li>• Submission of a body of work</li> </ul>	50 50	<ul style="list-style-type: none"> <li>• Development of the body of work</li> <li>• Art criticism and art history</li> </ul>	50 50
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b> Subject fee covers the cost for an A4 Visual Arts Process Diary	<b>\$75.00</b>
		<b>Year 12 (HSC)</b> Subject fee covers the cost for an A4 Visual Arts Process Diary	<b>\$75.00</b>

# **BOARD DEVELOPED COURSES**

## **HISTORY**

## COURSE: ABORIGINAL STUDIES

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

### Course Description

Aboriginal Studies develops student's knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of shared histories with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

This subject 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 keen understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

- Aboriginality and the Land (20%)
- Heritage and Identity (30%)
- International Indigenous Community Comparative Study (25%)
- Research and inquiry methods (25%)

#### Year 12 (HSC) Course

- Social Justice and Human Rights Issues (50%)
- Aboriginality and land or Heritage and Identity (20%)
- Research and inquiry methods Major Project (30%)

### Particular Course Requirements

In the Year 12 (HSC) course students must undertake a major project. In which they conduct research on topics of their choice in areas that relate to the course. The project is worth 30% of the total internal mark.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"><li>• Section I: Social Justice and Human Rights Issues</li><li>• Section II: Research and Inquiry Methods</li><li>• Section III: Options</li></ul>	55	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Investigating, analysis, synthesis &amp; evaluation of information from a variety of sources and perspectives</li><li>• Research and inquiry methods, including aspects of the Major Project</li><li>• Communication, ideas &amp; issues in appropriate forms</li></ul>	40
	15		25
	30		20
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
		<b>Year 12 (HSC)</b>	<b>Nil</b>

## COURSE: ANCIENT HISTORY

**2 units for both the Year 11 and Year 12 Course**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

The Year 11 course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the sources available, by applying the methods used by historians and archaeologists.

The Year 12 course provides the opportunity for students to investigate in depth the range and nature of archaeological and written sources that provide evidence for a life in Pompeii and Herculaneum. They also study the key features and sources of an ancient society, historical period and ancient personality.

### Main Topics Covered

<b>Year 11 course (120 hours)</b>	<b>Ancient History</b>	<b>Indicative hours</b>
	Investigating Ancient History <ul style="list-style-type: none"><li>• The Nature of Ancient History</li><li>• Case Studies</li></ul> Each case study should be a minimum of 10 indicative hours.	60
	Historical Investigation	20
	Features of Ancient Societies	40
<b>Year 12 course (120 hours)</b>	<b>Ancient History</b>	<b>Indicative hours</b>
	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	Ancient Societies	30
	Personalities in their Times	30
	Historical Periods	30

### Particular Course Requirements

In the Year 11 Course the Historical Investigation must not overlap or duplicate significantly any topic attempted for the Year 12 (HSC) Ancient History or History Extension courses.

### Assessment: Year 12 Course Only

<b>Component</b>	<b>Weighting %</b>	
Knowledge and understanding of course content	40	
Historical skills in the analysis and evaluation of sources and interpretations	20	
Historical inquiry and research	20	
Communication of historical understanding in appropriate forms	20	
	<b>100</b>	
<b>COURSE FEE(S)</b>		
	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC) Study Day</b>	<b>\$40.00 (approx.)</b>



<b>COURSE: MODERN HISTORY</b>		
<b>2 units for both the Year 11 and Year 12 Course</b>		
<b>Board Developed Course</b>		
<b>Exclusions:</b> Nil		
<b>Course Description</b>		
The <b>Year 11 course</b> is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.		
The <b>Year 12 course</b> is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.		
<b>Year 11 course (120 hours)</b>	<b>Modern History</b>	<b>Indicative hours</b>
	Investigating Modern History <ul style="list-style-type: none"> <li>• The Nature of Modern History</li> <li>• Case Studies</li> </ul> <i>Each case study should be a minimum of 10 indicative hours</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40
<b>Year 12 course (120 hours)</b>	<b>Modern History</b>	<b>Indicative hours</b>
	Core Study: Power and Authority in the Modern World 1919–1946	30
	National Studies	30
	Peace and Conflict	30
	Change in the Modern World	30
<b>Particular Course Requirements</b>		
In the Year 11 Course the Historical Investigation and choice of Case Study must not overlap or duplicate significantly any topic attempted for the Year 12 (HSC) Modern History or History Extension courses.		
<b>Assessment: Year 12 Course Only</b>		
<b>Component</b>		<b>Weighting %</b>
Knowledge and understanding of course content		40
Historical skills in the analysis and evaluation of sources and interpretations		20
Historical inquiry and research		20
Communication of historical understanding in appropriate forms		20
		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC) Study Day</b>	<b>\$40.00 (approx.)</b>

## COURSE: SOCIETY AND CULTURE

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

### Year 11 (Preliminary HSC) Course

- The Social and Cultural World – the interaction between aspects of society and cultures
- Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings
- Intercultural Communication – how people in different cultures interact and communicate

### Year 12 (HSC) Course

#### Core:

- Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country
- The Personal Interest Project – an individual research project

#### Depth Studies

#### Two to be chosen from:

- Popular Culture – the interconnection between individuals and popular culture
- Belief Systems – role of belief systems in societies, cultures and personal life
- The nature of equality and difference in societies and cultures
- Social inclusion and exclusion / social conformity and no conformity – the nature and role of work and leisure in society

### Particular Course Requirements

Completion of Personal Interest Project

#### Assessment: Year 11 Course only

Component	Weighting %
<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Application and evaluation of social and cultural research methods</li> <li>• Communication of information, ideas and issues in appropriate forms</li> </ul>	50
	30
	20
	<b>100</b>

#### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
A two hour written examination plus 5 minutes reading time		<b>Component</b>	
<b>Section I – Core –Social and Cultural Continuity and Change</b>	20	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Application and evaluation of social and cultural research methods</li> <li>• Communication of information, ideas and issues in appropriate forms</li> </ul>	50
<ul style="list-style-type: none"> <li>• Objective response questions</li> <li>• Short-answer questions</li> </ul>			30
<b>Section II – Depth Studies</b>	40		20
<ul style="list-style-type: none"> <li>• Short-answer question</li> </ul>			
	<b>60</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 12 (HSC) Study Day</b>	<b>\$40.00 (approx.)</b>

# **BOARD DEVELOPED COURSES**

## **SOCIAL SCIENCE**

## COURSE: BUSINESS STUDIES

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

- Nature of Business (20%) – The nature and role of business
- Business management (40%) – The nature and responsibility of management
- Business Planning (40%) – Process of establishing and planning a business

#### Year 12 (HSC) Course

- Operations (25%) – Strategies for effective operations management
- Marketing (25%) – The main elements in developing and implementing marketing strategies
- Finance (25%) – The role of interpreting financial information
- Human Resources (25%) – The contribution of human resource management to business performance

### Particular Course Requirements

In the Year 11 (Preliminary HSC) course there is a research project investigating the operation of a small business or planning the establishment of a small business. In the Year 12 (HSC) there may be a mandatory excursion tied to a marketing research assessment.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"><li>• Section I: Objective Response</li><li>• Section II: Short Answer</li><li>• Section III: Extended Response Report</li><li>• Section IV: Extended Response Essay</li></ul>	20 40 20 20	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Stimulus-based skills</li><li>• Inquiry and research</li><li>• Communication of business information, ideas and issues in appropriate forms</li></ul>	40 20 20 20
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
		<b>Year 12 (HSC) Marketing Excursion</b>	<b>\$40.00</b>

## COURSE: ECONOMICS

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

Economics provides 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.

### Year 11 (Preliminary HSC) Course

- Introduction to Economics (10%) – the nature of economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia including the share market
- Government in the Economy (20%) – the role of government in the Australian economy

### Year 12 (HSC) Course

- The Global Economy (25%) – Features of the global economy and globalisation
- Australia's Place in the Global Economy (25%) – Australia's trade and finance
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management
- Economic Policies and Management (25%) – the range of policies to manage the economy

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"><li>• Section I: Objective Response</li><li>• Section II: Short Answer</li><li>• Section III: Extended Response</li><li>• Section IV: Extended Response</li></ul>	20 40 20 20	<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Stimulus-based skills</li><li>• Inquiry and research</li><li>• Communication of economic information, ideas and issues in appropriate forms</li></ul>	40 20 20 20
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
		<b>Year 12 (HSC) Textbook</b>	<b>\$45.00</b>

## COURSE: GEOGRAPHY

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

The Year 11 (Preliminary HSC) course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.

The Year 12 (HSC) course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

### Year 11 (Preliminary HSC) Course

Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management

Global Challenges (45%) – geographical study of issues at a global scale

Senior Geography Project (10%) – a geographical study of student's own choosing

### Year 12 (HSC) Course

Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection

Urban Places (33%) – study of cities and urban dynamics

People and Economic Activity (33%) – geographic study of economic activity in a local and global context

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

### Particular Course Requirements

Students complete a Senior Geography Project (SGP) in the Year 11 (Preliminary HSC) course and must undertake 10 hours of fieldwork in both the Year 11 (Preliminary HSC) and YEAR 12 (HSC) courses. Students will be required to submit both oral and written geographic reports.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>Section I: Objective Response</li> <li>Section II: Short Answer</li> <li>Section III: Extended Response</li> </ul>	<p>20</p> <p>40</p> <p>40</p>	<ul style="list-style-type: none"> <li>Knowledge and understanding of course content</li> <li>Geographical tools and skills</li> <li>Geographical inquiry and research, including fieldwork</li> <li>Communication of geographical information, ideas and issues in appropriate forms</li> </ul>	<p>40</p> <p>20</p> <p>20</p> <p>20</p>
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b> <b>Year 12 (HSC)</b> <b>Year 12 (HSC) Excursion</b>	<b>Nil</b> <b>Nil</b> <b>\$40.00</b>

## COURSE: LEGAL STUDIES

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

The Year 11 (Preliminary HSC) course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The Year 12 (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.

### Year 11 (Preliminary HSC) Course

- Part I – The Legal System (40% of course time)
- Part II – The Individual and the Law (30% of course time)
- Part III – The Law in Practice (30% of course time)

**Applications of this part as the dynamic context for the study of Parts I and II in the following common areas:**

- Status under the law
- Mechanisms for achieving justice
- Responsiveness of the legal system

### Year 12 (HSC) Course

- Crime (30% of course time)
- Human Rights (20% of course time)
- Additional Focus Studies (50% of course time)

**Students will study two focus studies chosen from:**

- Consumers
- Family
- Global environment
- Indigenous peoples
- Shelter
- Workplace
- World order.

**Key themes incorporated across all topics:** Justice, law and society; Culture, values and ethics; Conflict and cooperation; Continuity and change; Legal processes and institutions; Effectiveness of the legal system.

### Particular Course Requirements

No special requirements

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>• Section I: Crime and Human Rights objective response</li> <li>• Section II: Human Rights short answer</li> <li>• Section III: Crime extended response</li> <li>• Section IV: Options extended response</li> </ul>	<p>20</p> <p>15</p> <p>15</p> <p>50</p> <p><b>100</b></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Analysis and evaluation</li> <li>• Inquiry and research</li> <li>• Communication of legal information, issues and ideas in appropriate forms</li> </ul>	<p>40</p> <p>20</p> <p>20</p> <p>20</p> <p><b>100</b></p>
<b>COURSE FEE(S)</b>		<b>Preliminary HSC Excursion</b>	<b>\$40.00</b>
		<b>Year 12 (HSC)</b>	<b>Nil</b>

## COURSE: STUDIES OF RELIGION II

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Studies of Religion II

### Course Description

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within society.

### Year 11 (Preliminary HSC) Course

- Nature of Religion and Beliefs
  - The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance
- Religions of Ancient Origin
  - The response to the human search for ultimate meaning in two religions of ancient origin from:
    - Aztec or Inca or Mayan
    - Celtic
    - Nordic
    - Shinto
    - Taoism
    - an Indigenous religion from outside Australia
- Religion in Australia pre-1945
  - The arrival, establishment and development of religious traditions in Australia prior to 1945

### Year 12 (HSC) Course

- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.
- Three Religious Tradition Depth Studies from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Significant people and ideas
  - A religious traditions ethical teachings about bioethics or environmental ethics or sexual ethics
  - Significant practices in the life of adherents.
- Religion and Peace
  - The distinctive response of religious traditions to the issue of peace.
- Religion and Non-Religion
  - The human search for meaning through new religious expression, Non-religious worldviews and the difference between Religious and Non-Religious worldviews.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
A 3 hour written examination:			
• Section I A: Religion and Belief Systems in Australia Post-1945	15	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Source-based skills</li> <li>• Investigation and research</li> <li>• Communication of information, ideas and issues in appropriate forms</li> </ul>	40
• Section 1 B: Religion and Non-Religion	15		20
• Section II: Religious Tradition Depth Studies	30		20
• Section III: Religious Tradition Depth Studies (extended response)	20		20
• Religion and Peace extended response	20		
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>		<b>Preliminary HSC Excursion</b>	<b>Nil</b>
		<b>Year 12 (HSC)</b>	<b>Nil</b>



# **BOARD DEVELOPED COURSES**

## **LANGUAGES**

# LANGUAGES

Please note that several small candidature languages have not been described individually in this collection. Generally, these languages are offered either by the Saturday School of Community Languages or by outside tutors. If you require further information about these courses, please contact the Inspector, Languages on (02) 9367 8152.

## COURSE: GERMAN BEGINNERS

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** German Continuers

Strict eligibility rules apply to the study of this subject. Check with your teacher or the Board's Assessment Certification Examination (ACE) Manual

### Course Description

In the Year 11 (Preliminary HSC) and Year 12 (HSC) courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in German. Topics studied through two interdependent perspectives, *the Personal World* and *the German-Speaking Communities*; provide contexts in which students develop their communication skills in German and their knowledge and understanding of language and culture.

Students' skills in, and knowledge of, German will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of German-speaking communities through the study of a range of texts.

### Main Topics Covered

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

### Particular Course Requirements

Nil

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting % Year 11 (Preliminary HSC)	Weighting % Year 12 (HSC)
An oral examination (5 minutes):				
• Conversation	20	• Speaking	20	20
A written examination (2½ hours):		• Listening	30	30
• Listening	30	• Reading	30	30
• Reading	30	• Writing in German	20	20
• Writing in German	20			
	<b>100</b>		<b>100</b>	<b>100</b>

**COURSE FEE(S)**

**Year 11 (Preliminary HSC)**

**Nil**

**Year 12 (HSC)**

**Nil**

# **BOARD DEVELOPED COURSES**

## **MATHEMATICS**

## COURSE: MATHEMATICS STANDARD 1

**2 units for each Year 11 (Preliminary HSC) and Year 12 (HSC)**

### Mathematics Standard 1

#### Board Developed Course

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1 and with the following sub strands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.

#### Course description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent Year 12 (HSC) subjects.

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning.

#### Year 11 (Preliminary HSC)

Year 11 Mathematics Standard course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

- Algebra: Formulae and Equations, Linear Relationships
- Measurement: Applications of Measurement, Working with Time
- Financial Mathematics: Money Matters
- Statistical Analysis: Data Analysis, Relative Frequency and Probability

The Year 11 school-based assessment contains three assessment tasks. One of which is an assignment or investigation style task.

#### Year 12 (HSC)

The Mathematics Standard 1 Year 12 course is organised in topics, with the topics divided into subtopics.

- Algebra: Types of relationships
- Measurement: Right-angled triangles,
- Financial Mathematics: Investment, Depreciation and loss
- Statistical Analysis: Further Statistical Analysis
- Networks: Networks and Paths

The Mathematics Standard 1 course offers students the opportunity to prepare for post-school options of employment or further training. Mathematics Standard 1 External Assessment

Students studying Mathematics Standard 1 need not sit an external assessment at the end of year 12. In this case they will not receive an ATAR. However, students studying Mathematics Standard 1 may elect to undertake an optional YEAR 12 (HSC) examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

#### HSC Examination Specifications

The examination will consist of a written paper worth 80 marks. The time allowed is 2 hours plus 10 minutes reading time. A reference sheet including appropriate formulae will be provided. NESA approved calculators, a pair of compasses and a protractor may be used

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC)</b>	<b>Nil</b>
	<b>Scientific Calculator</b>	<b>\$26.00 (approx.)</b>

## COURSE: MATHEMATICS STANDARD 2

### 2 units for each Year 11 (Preliminary HSC) and Year 12 (HSC)

#### Mathematics Standard 2

#### Board Developed Course

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1 and with the following sub strands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability.

#### Course Description

The Mathematics Standard courses are focused on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. They provide students with the opportunities to develop an understanding of, and competence in, further aspects of mathematics through a large variety of real-world applications for a range of concurrent YEAR 12 (HSC) subjects.

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

#### Year 11 (Preliminary HSC)

Year 11 Mathematics Standard course is organised in topics, with the topics divided into subtopics. The Year 11 course is undertaken by all students intending to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.

- Algebra: Formulae and Equations, Linear Relationships
- Measurement: Applications of Measurement, Working with Time
- Financial Mathematics: Money Matters
- Statistical Analysis: Data Analysis, Relative Frequency and Probability

The Year 11 school-based assessment contains three assessment tasks. One of which is an assignment or investigation style task.

#### Year 12 (HSC)

The Mathematics Standard 1 Year 12 course is organised in topics, with the topics divided into subtopics:

- Algebra: Types of relationships
- Measurement: Non-right-angled trigonometry, Rates and Ratios
- Financial Mathematics: Investments and loans, Annuities
- Statistical Analysis: Bivariate Data Analysis, The Normal Distribution
- Networks: Network Concepts, Critical Path Analysis.

#### Mathematics Standard 2 External Assessment

All students studying Mathematics Standard 2 will sit for a Year 12 (HSC) examination which can contribute towards an ATAR.

#### HSC Examination Specifications

The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes plus 10 minutes reading time. A reference sheet will be provided. NESA approved calculators, a pair of compasses and a protractor may be used.

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC)</b>	<b>Nil</b>
	<b>Scientific Calculator</b>	<b>\$26.00 (approx.)</b>

## COURSE: MATHEMATICS ADVANCED

### 2 units for each of Year 11 (Preliminary) and Year 12 (HSC)

#### Board Developed Course

**Prerequisites:** The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis and at least some of the content from the following substrands of Stage 5.3:
- Non-linear relationships
- Properties of Geometrical Shapes.

**Exclusions:** Mathematics Standard 1 and Mathematics Standard 2

#### Course Description

This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty. (Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course & Mathematics Extension 1 Year 12 course includes the Mathematics Advanced course).

#### Main Topics Covered

##### Year 11 (Preliminary HSC) Course

- Topic: Functions (Working with Functions)
- Topic: Trigonometric Functions (Trigonometry and Measurement, Angles, Trigonometric Functions and Identities)
- Topic: Calculus (Introduction to Differentiation)
- Topic: Exponential and Logarithmic Functions (Logarithms and Exponentials)
- Topic: Statistical Analysis (Probability and Discrete Probability Distributions)

##### Year 12 (HSC) Course

- Topic: Functions (Graphing Techniques)
- Topic: Trigonometric Functions (Trigonometric Functions and Graphs)
- Topic: Calculus (Differential Calculus, The Second Derivative, Integral Calculus)
- Topic: Financial Mathematics (Modelling Financial Situations)
- Topic: Statistical Analysis (Descriptive Statistics and Bivariate Data Analysis) Random Variables

#### External Assessment

The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by, providing clear links to syllabus outcomes, enabling students to demonstrate the levels of achievement outlined in the performance band descriptions, applying marking guidelines based on criteria that relate to the quality of the response, aligning performance in the examination each year to the standards established for the course. The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

#### Internal Assessment

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. The components and weightings for Year 11 are mandatory. The components of the tasks include understanding, fluency and communication (50%) and problem solving, reasoning and justification (50%). The Year 11 formal school-based assessment program is to have three assessment tasks, one task must be an assignment or investigation. The Year 12 formal school-based assessment program is to have a maximum of four assessment tasks where one task being an assignment or investigation.

#### HSC Examination Specifications

The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced and Mathematics Extension 1 Year 11 courses will be assumed knowledge for this examination and may be examined. Candidates will also be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper. This examination will consist of a written paper worth 70 marks. The time allowed is 2 hours plus 10 minutes reading time. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet be provided at the back of the examination paper. Students may bring NESA approved calculators for use during the examination.

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC)</b>	<b>Nil</b>
	<b>Scientific Calculator</b>	<b>\$26.00 (approx.)</b>

## COURSE: MATHEMATICS EXTENSION 1

1 unit in each of Year 11 (Preliminary) (Year 11 (Preliminary HSC) Mathematics Extension) and Year 12 (HSC)

### Board Developed Course

**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:** Exclusions: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

### Course Description

This course provides students with the opportunity to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively. Students develop their awareness of the interconnected nature of mathematics, its beauty and its functionality.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

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:

- Topic: Functions (Further Work with Functions, Polynomials)
- Topic: Trigonometric Functions (Inverse Trigonometric Functions, Further Trigonometric Identities)
- Topic: Calculus (Rates of Change)
- Topic: Combinatorics (Working with Combinatorics)

#### Year 12 (HSC) Course

- Topic: Proof (Proof by Mathematical Induction)
- Topic: Vectors (Introduction to Vectors)
- Topic: Trigonometric Functions (Trigonometric Equations)
- Topic: Calculus (Further Calculus Skills, Applications of Calculus)
- Topic: Statistical Analysis (The Binomial Distribution)

### External Assessment

The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by, providing clear links to syllabus outcomes, enabling students to demonstrate the levels of achievement outlined in the performance band descriptions, applying marking guidelines based on criteria that relate to the quality of the response, aligning performance in the examination each year to the standards established for the course. The Mathematics Extension 1 examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

### Internal Assessment

Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course. The components and weightings for Years 11 and 12 are mandatory. These include understanding, fluency and communication (50%) and problem solving, reasoning and justification (50%). The Year 11 formal school-based assessment program is to have three assessment tasks, one task must being an assignment or investigation. The Year 12 formal school-based assessment program is to have a maximum of four assessment tasks one task being an assignment or investigation.

### HSC Examination Specifications

The examination will be based on the Mathematics Extension 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced and Mathematics Extension 1 Year 11 courses will be assumed knowledge for this examination and may be examined. Candidates will also be required to complete either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper, in addition to the Mathematics Extension 1 paper. This examination will consist of a written paper worth 70 marks. The time allowed is 2 hours plus 10 minutes reading time. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided at the back of the examination paper. Students may bring NESA approved calculators for use during the examination.

### COURSE FEE(S)

**Year 11 (Preliminary HSC)**

**Nil**

**Year 12 (HSC)**

**Nil**

**Scientific Calculator**

**\$26.00 (approx.)**

## COURSE: MATHEMATICS EXTENSION 2 (YEAR 12 ONLY)

### 1 unit for each Year 11 and Year 12 (HSC)

#### Board Developed Course

This course is designed for students with a special interest in Mathematics, who have shown they possess a special aptitude for the subject.

**Prerequisites:** 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.

**Exclusions:** Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.

#### Course Description

This course 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. Students have the opportunity to develop strong mathematical manipulation 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.

#### Main Topics Covered

##### Year 12 (HSC) Course

The Mathematics Extension 2 course is comprised of five Topics, with the Topics divided into Subtopics. The Topics and Subtopics are:

- Topic: Proof (The Nature of Proof, Further Proof by Mathematical Induction)
- Topic: Vectors (Further Work with Vectors)
- Topic: Complex Numbers (Introduction to Complex Numbers, Using Complex Numbers)
- Topic: Calculus (Further Integration)
- Topic: Mechanics (Applications of Calculus to Mechanics)

External Assessment	Internal Assessment
The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by, providing clear links to syllabus outcomes, enabling students to demonstrate the levels of achievement outlined in the performance band descriptions, applying marking guidelines based on criteria that relate to the quality of the response, aligning performance in the examination each year to the standards established for the course.	Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. The components and weightings for Years 11 and 12 are mandatory. These include understanding, fluency and communication (50%) and problem solving, reasoning and justification (50%). The Year 12 formal school-based assessment program is to have a maximum of four assessment tasks, one task being an assignment or investigation.

#### HSC Examination Specifications

The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course objectives and outcomes. The Mathematics Advanced and Mathematics Extension 1 courses will be assumed knowledge for this examination and may be examined. Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper. This examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided at the back of the examination paper. Students may bring NESAs approved calculators for use during the examination.

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC)</b>	<b>Nil</b>
	<b>Scientific Calculator (approx.)</b>	<b>\$26.00</b>



**BOARD DEVELOPED COURSES**  
**PERSONAL DEVELOPMENT**  
**AND PHYSICAL EDUCATION**  
**(PDHPE)**

## COURSE: DANCE

### 2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)

#### Board Developed Course

**Exclusions:** Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

#### Year 11 (Preliminary HSC) Course

Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are:

- Performance (40%)
- Composition (20%)
- Appreciation (20%)
- Additional (20%)(to be allocated by the teacher to suit the specific circumstances/context of the class).

#### Year 12 (HSC) Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance 20%, Composition 20%, Appreciation 20%
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology

#### Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published *Course Prescriptions*, which may change in total or in part every two years, indicate works to be studied in the Year 12 (HSC) Course in Core Appreciation and Major Study Appreciation.

#### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<b>Core Performance</b> Solo dance and <i>Interview</i>	20	<b>Core Performance</b>	20
<b>Core Composition</b> Solo composition and <i>Interview</i> performed by another student	20	<b>Core Composition</b>	20
<b>Core Appreciation</b> A written examination (1 hour)	20	<b>Core Appreciation</b>	20
<b>Major Study</b> <ul style="list-style-type: none"> <li>• Major Study Performance One solo dance and <i>Interview</i> <b>or</b></li> <li>• Major Study Composition One dance composition: new solo, group dance and <i>Interview</i> <b>or</b></li> <li>• Major Study Appreciation Written examination: 1¼ hour <b>or</b> Major Study – Dance Technology</li> </ul>	40	<b>Development of Major Study</b>	40
	<b>100</b>		<b>100</b>
<b>Option 1:</b> Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software and <i>Interview</i> <b>or</b>			
<b>Option 2:</b> Film and Video. Presentation filmed and edited choreographed work and <i>Interview</i> .			
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC) Excursion</b>		<b>\$35.00 (approx.)</b>
	<b>Year 12 (HSC) Excursion</b>		<b>\$35.00 (approx.)</b>

## COURSE: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

The Year 11 (Preliminary HSC) 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 Year 12 (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.

### Year 11 (Preliminary HSC) Course

#### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

#### Optional Component (40%)

Students to select **two** options each from:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

### Year 12 (HSC) Course

#### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

#### Optional Component (40%)

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 Year 11 (Preliminary HSC) and Year 12 (HSC) courses.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
A 3 hour written paper		<ul style="list-style-type: none"> <li>• Core</li> <li>• Options</li> </ul>	60
<ul style="list-style-type: none"> <li>• Part A – multiple choice</li> <li>• Part B – short answer and extended response related to core</li> <li>• Part C – short answer and extended response related to two options</li> </ul>	20		40
	40		
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC) First Aid Certification</b>		<b>\$100.00 (approx.)</b>
	<b>Year 11 (Preliminary HSC) Excursion</b>		<b>\$50.00 (approx.)</b>
	<b>Year 12 (HSC) Excursion</b>		<b>\$50.00 (approx.)</b>
	<b>Year 12 (HSC)</b>		<b>Nil</b>

# **BOARD DEVELOPED COURSES**

## **SCIENCE**

## COURSE: BIOLOGY

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

### Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

### Topics Covered

#### Working Scientifically

- Questioning and Predicting
- Planning Investigation
- Conducting Investigation
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

#### Year 11 Course

- Cells as the basis of life
- Organisation of living things
- Biological diversity
- Ecosystem dynamics

#### Year 12 Course

- Heredity
- Genetic change
- Infectious disease
- Non-infectious disease and disorders

### Particular Course Requirements

Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 15 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development or consolidation of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

External Assessment	Internal Assessment	Weighting %
<p>The external HSC examination measures student achievement in a range of syllabus outcomes.</p> <p>The external examination and its marking relate to the syllabus by:</p> <ul style="list-style-type: none"> <li>• Providing clear links to syllabus outcomes</li> <li>• Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions</li> <li>• Applying marking guidelines based on criteria that relate to the quality of the response</li> <li>• Aligning performance in the examination each year to the standards established for the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in working scientifically</li> <li>• Knowledge and understanding of course content</li> </ul>	<p>60</p> <p>40</p>
		<b>100</b>

### Year 11 (Preliminary HSC)

- The maximum number of assessment tasks is three-each with a weighting of 20-40%.
- One task must focus on a depth study with a weighting of 20-40%.

### Year 12 (HSC)

- The maximum number of assessment tasks is four-each with a weighting of 10-40%.
- One task must focus on a depth study with a weighting of 20-40%.

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC) Excursion</b>	<b>\$40.00 (approx.)</b>
	<b>Year 12 (HSC) Excursion</b>	<b>\$40.00 (approx.)</b>
	<b>Year 12 (HSC) Activity Handbook</b>	<b>\$40.00 (approx.)</b>

## COURSE: CHEMISTRY

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**  
**Board Developed Course**

### Course Description

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields.

### Topics Covered

#### Working Scientifically

- Questioning and Predicting
- Planning Investigation
- Conducting Investigation
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

#### Year 11 Course

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

#### Year 12 Course

- Equilibrium and Acid Reactions
- Acid/base Reactions
- Organic Chemistry
- Applying Chemical Ideas

### Particular Course Requirements

Both the Year 11 and Year 12 courses require 120 indicative course hours per year to be spread across all four modules. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. 15 hours must be allocated to depth studies within the 120 indicative course hours. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in chemistry, acquire a depth of understanding, and take responsibility for their own learning.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

External Assessment	Internal Assessment	Weighting %
The external HSC examination measures student achievement in a range of syllabus outcomes.  The external examination and its marking relate to the syllabus by: <ul style="list-style-type: none"><li>• Providing clear links to syllabus outcomes</li><li>• Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions</li><li>• Applying marking guidelines based on criteria that relate to the quality of the response</li><li>• Aligning performance in the examination each year to the standards established for the course.</li></ul>	<ul style="list-style-type: none"><li>• Skills in working scientifically</li><li>• Knowledge and understanding of course content</li></ul>	60 40
		<b>100</b>

### Year 11 (Preliminary HSC)

- The maximum number of assessment tasks is three-each with a weighting of 20-40%
- One task must focus on a depth study with a weighting of 20-40%

### Year 12 (HSC)

- The maximum number of assessment tasks is four-each with a weighting of 10-40%
- One task must focus on a depth study with a weighting of 20-40%

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC) Practical Book</b>	<b>\$5.00</b>
	<b>Year 12 (HSC) Workshop (UNSW)</b>	<b>\$30.00 (approx.)</b>

## COURSE: EARTH AND ENVIRONMENTAL SCIENCE

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

### Course Description

The *Earth and Environmental Science Stage 6 Syllabus* explores the Earth's renewable and non-renewable resources and also environmental issues, Earth's features and naturally occurring phenomena and cycles and builds on the knowledge and skills of Earth and Space gained from the Science Stage 5 course. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course provides the foundation knowledge and skills required to study earth and environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.

### Topics Covered

#### Working Scientifically

- Questioning and Predicting
- Planning Investigation
- Conducting Investigation
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

#### Year 11 Course

- Earth's Resources
- Plate Tectonics
- Energy Transformations
- Human Impacts

#### Year 12 Course

- Earth's Processes
- Hazards
- Climate Science
- Resource Management

### Particular Course Requirements

Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 15 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning. One fieldwork exercise must be completed in both the Year 11 and Year 12 course.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

External Assessment	Internal Assessment	Weighting %
<p>The external HSC examination measures student achievement in a range of syllabus outcomes.</p> <p>The external examination and its marking relate to the syllabus by:</p> <ul style="list-style-type: none"> <li>• Providing clear links to syllabus outcomes</li> <li>• Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions</li> <li>• Applying marking guidelines based on criteria that relate to the quality of the response</li> <li>• Aligning performance in the examination each year to the standards established for the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in working scientifically</li> <li>• Knowledge and understanding of course content</li> </ul> <p>Please Note: The maximum number of assessment tasks is four, each with a weighting of 10-40%. One task must focus on a depth study with a weighting of 30-40%</p>	<p>60</p> <p>40</p>
		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC) Excursion</b>	<b>\$30.00</b>
	<b>Year 12 (HSC) Excursion</b>	<b>\$30.00</b>

## COURSE: INVESTIGATING SCIENCE

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

### Course Description

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

### Topics Covered

#### Working Scientifically

- Questioning and Predicting
- Planning Investigation
- Conducting Investigation
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

#### Year 11 HSC (Preliminary) Course

- Cause and Effect – Observing
- Cause and Effect – Inferences and Generalisations
- Scientific Models
- Theories and Laws

#### Year 12 (HSC) Course

- Scientific Investigations
- Technologies
- Fact or Fallacy?
- Science and Society

### Particular Course Requirements

Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 30 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

External Assessment	Internal Assessment	Weighting %
<p>The external HSC examination measures student achievement in a range of syllabus outcomes.</p> <p>The external examination and its marking relate to the syllabus by:</p> <ul style="list-style-type: none"> <li>• Providing clear links to syllabus outcomes</li> <li>• Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions</li> <li>• Applying marking guidelines based on criteria that relate to the quality of the response</li> <li>• Aligning performance in the examination each year to the standards established for the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in working scientifically</li> <li>• Knowledge and understanding of course content</li> </ul> <p>Please Note: The maximum number of assessment tasks is three (Year 11) or four (Year 12), each with a weighting of 10-40%. One task must focus on a depth study with a weighting of 30-40%</p>	<p>60</p> <p>40</p>
		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC) Excursion</b>	<b>Nil</b>
	<b>Year 12 (HSC)</b>	<b>Nil</b>



## COURSE: PHYSICS

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

### Course Description

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

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields.

### Topics Covered

#### Working Scientifically

- Questioning and Predicting
- Planning Investigation
- Conducting Investigation
- Processing Data and Information
- Analysing Data and Information
- Problem Solving
- Communicating

#### Year 11 (Preliminary HSC) Course

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

#### Year 12 (HSC) Course

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

### Particular Course Requirements

Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year. 15 hours of class time in each course will be allocated to a Depth Study. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. Depth studies provide opportunities for students to pursue their interests in science, acquire a depth of understanding, and take responsibility for their own learning.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

External Assessment	Internal Assessment	Weighting %
The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by: <ul style="list-style-type: none"><li>• Providing clear links to syllabus outcomes.</li><li>• Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions.</li><li>• Applying marking guidelines based on criteria that relate to the quality of the response.</li><li>• Aligning performance in the examination each year to the standards established for the course.</li></ul>	<ul style="list-style-type: none"><li>• Skills in working scientifically</li><li>• Knowledge and understanding of course content</li></ul>	60 40
		<b>100</b>

### Year 11 (Preliminary HSC)

- The maximum number of assessment tasks is three-each with a weighting of 20-40%
- One task must focus on a depth study with a weighting of 20-40%

### Year 12 (HSC)

- The maximum number of assessment tasks is four-each with a weighting of 10-40%
- One task must focus on a depth study with a weighting of 20-40%

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 12 (HSC)</b>	<b>Nil</b>

# **BOARD DEVELOPED COURSES**

# TECHNOLOGIES

## COURSE: COMMUNITY AND FAMILY STUDIES

2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)

Board Developed Course

Exclusions: Nil

### Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

- **Resource Management** Basic concepts of the resource management process (approximately 20% of course time).
- **Individuals and Groups** The individual's roles, relationships and tasks within groups (approximately 40% of course time).
- **Families and Communities** Family structures and functions and the interaction between family and community (approximately 40% of course time).

#### Year 12 (HSC) Course

- **Research Methodology** Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** The characteristics and needs of specific community groups (approximately 25% of course time).
- **Parenting and Caring** Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time).

#### Year 12 (HSC) Option Modules

Select **one** of the following (approximately 25% of course time):

- **Family and Societal Interactions** Government and community structures that support and protect family members throughout their lifespan.
- **Social Impact of Technology** The impact of evolving technologies on individuals and lifestyle.
- **Individuals and Work** Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements

Students are required to complete an Independent Research Project as part of the Year 12 (HSC) internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<b>3 hour written examination</b> <b>Section I - Core</b> Part A <ul style="list-style-type: none"> <li>• Multiple-choice</li> </ul> Part B <ul style="list-style-type: none"> <li>• Short-answer questions</li> </ul> <b>Section II - Options</b> Candidates answer the question on the option they have studied. Each question contains: <ul style="list-style-type: none"> <li>• Short-answer parts worth 10 marks</li> <li>• An extended response part worth 15 marks</li> </ul>	20	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• Resource management</li> <li>• Positive relationships</li> <li>• Range of societal factors</li> <li>• Nature of groups, families communities</li> </ul>	40
	55		<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>• Planning to take responsible action to promote wellbeing</li> </ul>
	25	<ul style="list-style-type: none"> <li>• Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating</li> </ul>	
		<b>100</b>	
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC) Workbook</b>		<b>\$35.00 (approx.)</b>
	<b>Year 12 (HSC) Workbook</b>		<b>\$35.00 (approx.)</b>

## COURSE: ENGINEERING STUDIES

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

Both Year 11 (Preliminary HSC) and Year 12 (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

#### Year 11 (Preliminary HSC) Course

Students undertake the study of 4 compulsory modules:

- Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems.
- One focus module relating to the field of Biomedical engineering.

#### Year 12 (HSC) Course

Students undertake the study of 4 compulsory modules:

- Two application modules relating to the fields of civil structures and Personal and public transport.
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### Particular Course Requirements

#### Year 11 (Preliminary HSC) Course

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

#### Year 12 (HSC) Course

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Year 11 (Preliminary HSC) course and one engineering report from the YEAR 12 (HSC) course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<b>3 hour written examination:</b>			
• Section I – Objective response questions	20	• Knowledge and understanding of course content	60
• Section II – Short answer questions	80	• Knowledge and skills in research, problem solving and communication related to engineering practice	40
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>		<b>\$10.00</b>
	<b>Year 12 (HSC)</b>		<b>\$10.00</b>

## COURSE: FOOD TECHNOLOGY

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

The Year 11 (Preliminary HSC) course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

The Year 12 (HSC) course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

### Year 11 (Preliminary HSC) Course

- Food Availability and Selection (30%)
- Food Quality (40%)
- Nutrition (30%)

### Year 12 (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 Year 11 (Preliminary HSC) course. Completion of the 2 unit Year 11 (Preliminary HSC) course is a prerequisite to the study of the 2 unit Year 12 (HSC) course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

### Assessment: Year 12 (HSC) Course Only

External Examination	Weighting %	Internal Assessment	Weighting %
<b>Section I</b> Objective response questions	20	<ul style="list-style-type: none"> <li>• Knowledge and understanding of food technology</li> <li>• Skills in researching, analysing and communicating food issues</li> <li>• Skills in experimenting with and preparing food by applying theoretical concepts</li> <li>• Skills in designing, implementing and evaluating solutions to food situations</li> </ul>	20
<b>Section II</b> Short answer questions	50		30
<b>Section III</b> Candidates answer one structured extended response question	15		30
<b>Section IV</b> Candidates answer one extended response question	15		20
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>		<b>\$40.00</b>
	<b>Year 12 (HSC)</b>		<b>\$40.00</b>

## COURSE: INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

### Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Multimedia Technologies; Timber Products and Furniture Technologies.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

#### Year 12 (HSC) Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

### Particular Course Requirements

In the Year 11 (Preliminary HSC) course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 (Preliminary HSC) course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 (HSC) course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>• 1½ hour written examination consisting of: Section I – Industry Related Manufacturing Technology Section II – Industry Related Manufacturing Technology Section III – Industry Study</li> </ul>	40	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	40
<ul style="list-style-type: none"> <li>• The Major Project will consist of an individual product of one or more related items and an accompanying management folio. The folio, which will document the development of the project, is to include a statement of intent, and details relating to design, planning, management and workplace communication, and evidence of skills and knowledge associated with the industry focus area.</li> </ul>	60	<ul style="list-style-type: none"> <li>• Knowledge and skills in the design, management, communication and production of a major project</li> </ul>	60
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>		<b>\$60.00</b>
	<b>Year 12 (HSC)</b>		<b>\$30.00 + Materials</b>

## COURSE: INDUSTRIAL TECHNOLOGY - MULTIMEDIA TECHNOLOGIES

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.

### Course Description

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include Multimedia Technologies; Timber Products and Furniture Technologies.

### Main Topics Covered

#### Year 11 (Preliminary HSC) Course

The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Work Health and Safety (15%)
- Design – elements and principles, types of design, quality, influences affecting design (10%)
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)
- Production – display a range of skills through the construction of a number of projects (40%)
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

#### Year 12 (HSC) Course

The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)
- Major Project (60%)
  - Design, Management and Communication
  - Production
- Industry Related Manufacturing Technology (25%)

### Particular Course Requirements

In the Year 11 (Preliminary HSC) course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Year 11 (Preliminary HSC) course content. Students also undertake the study of an individual business within a focus area industry.

In the Year 12 (HSC) course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>• 1½ hour written examination consisting of: Section I – Industry Related Manufacturing Technology</li> <li>Section II – Industry Related Manufacturing Technology</li> <li>Section III – Industry Study</li> </ul>	10 15 15	<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> </ul>	40
The Major Project. <ul style="list-style-type: none"> <li>• Will consist of an individual product of one or more related items and an accompanying management folio. The folio, which will document the development of the project, is to include a statement of intent, and details relating to design, planning, management and workplace communication and evidence of skills and knowledge associated with the industry focus area.</li> </ul>	60	<ul style="list-style-type: none"> <li>• Knowledge and skills in the management, communication and production of projects</li> </ul>	60
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>		<b>\$20.00</b>
	<b>Year 12 (HSC)</b>		<b>\$20.00</b>

## COURSE: TEXTILES AND DESIGN

**2 units for each of Year 11 (Preliminary HSC) and Year 12 (HSC)**

**Board Developed Course**

**Exclusions:** Nil

### Course Description

The Year 11 (Preliminary HSC) course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two Year 11 (Preliminary HSC) textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting & selecting appropriate fabrics for an end use.

The Year 12 (HSC) course builds upon the Year 11 (Preliminary HSC) course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the Year 12 (HSC) mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

### Year 11 (Preliminary HSC) Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%)

### Course Year 12 (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 Year 11 (Preliminary HSC) course students will undertake two Year 11 (Preliminary HSC) textile projects. Year 11 (Preliminary HSC) Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 (Preliminary HSC) Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the Year 12 (HSC) course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

### Uniform/Class Requirements

Students are required to wear hard leather lace-up shoes that protect their feet against drops and spills and use appropriate safety equipment when necessary. This is a Work Health & Safety (WH&S) requirement and students who are not wearing the correct shoes may be excluded from some practical activities.

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
A 1½ hour written Examination:			
<b>Section 1</b> Multiple choice questions	10	<ul style="list-style-type: none"> <li>• Knowledge and understanding of textile and the textile industry</li> <li>• Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies</li> </ul>	50
<b>Section II</b> Short answer questions	24		50
<b>Section III</b> Candidates answer one structured extended response question	16		
Major Textiles Project	50		
	<b>100</b>		<b>100</b>
<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>		<b>\$40.00</b>
	<b>Year 12 (HSC)</b>		<b>\$30.00</b>



# WHAT ARE TVET COURSES

## TVET (TAFE–VOCATIONAL EDUCATION & TRAINING)

TVET courses are open to school students in Years 11 and 12. They form part of your HSC subject options.

### Benefits of a TVET course

With TVET you can:

- select from a wide range of courses that are not available at school;
- develop work-related skills and experiences that are recognised by employers;
- develop independence and confidence in an adult learning environment;
- gain an insight into various industry areas to help you decide on a career pathway;
- potentially gain recognition for prior learning for your previous study or work;
- learn from industry experienced teachers; and
- articulate into traineeships or apprenticeships and receive advanced standing for TAFE NSW certificate courses.

### TVET course delivery

Depending on the subject you wish to study, and where you are located, your TVET course may be delivered at a TAFE NSW location. Some courses are also available online, via a connected learning centre (CLC), or as a block delivery (which may involve school holiday time).

TVET courses have the same NSW Education Standards Authority (NESA) requirements as other HSC courses, meaning you will need to regularly attend classes and complete the set assessments. Most courses take between one and two years to complete and some classes may also extend outside of school hours and/or include work placement.

For information on what courses are available, please the MHS Careers Adviser or email [westernsydneyhelpschools@tafensw.edu.au](mailto:westernsydneyhelpschools@tafensw.edu.au)

### Note:

- Students are not permitted to study more than one TVET course.
- Courses are run on Monday or Wednesday from approx. 2pm-6pm (some variations on time and day may occur depending on campus).
- TVET is an additional subject therefore, 14 units in year 11 (not 12).
- Students leaving early to attend TVET must catch up on any school work missed.

**Need more information? Visit Western Sydney Institute website:**

<http://wsi.tafensw.edu.au/courses-and-careers/tvet/>

# VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

## 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.



## 2023 HOSPITALITY COURSE DESCRIPTOR

### SIT20316 Certificate II in Hospitality

#### Public Schools NSW Macquarie Park RTO 90222

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

<b>Course: Hospitality</b> Board Developed Course (240 hour) 26511	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
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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 SIT20316 Certificate II in Hospitality (Release 2) <https://training.gov.au/Training/Details/SIT20316>

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

#### Recommended Entry Requirements

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

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

Core		Electives	
BSBWOR203	Work effectively with others	SITHFAB004	Prepare and serve non-alcoholic beverages SITHFAB005
SITXCOM002	Show social and cultural sensitivity		Prepare and serve espresso coffee
SITXWHS001	Participate in safe work practices	SITHFAB007	Serve food and beverage
SITHIND002	Source and use information on the Hospitality Industry	SITXFSA001	Use hygienic practices for food safety
SITXCCS003	Interact with customers	SITHCCC001	Use food preparation equipment
SITHIND003	Use hospitality skills effectively	SITHCCC003	Prepare and present sandwiches
		SITXCOM001	Source and present information
		BSBSUS201	Participate in environmentally sustainable work practices
		SITXFSA002	Participate in safe food handling practices

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"> <li>▪ teamwork</li> <li>▪ using technologies</li> <li>▪ creating documents</li> </ul>
<ul style="list-style-type: none"> <li>▪ organising information and records in both paper and electronic forms</li> <li>▪ customer (client) service</li> </ul>	

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

- café attendant
- catering assistant
- food and beverage attendant

#### 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.

<b>Course Cost: Preliminary - \$80      HSC - \$80</b>	<b>Refunds</b>
<b>School Specific equipment and associate requirements for students</b>	Refund arrangements on a pro-rata basis. Refer to your school refund policy

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

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

2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools Macquarie Park RTO 90222      V1.2 Updated March 2022  
*Disclaimer: If you require accessible documents, please contact your VET coordinator for support*

## BOARD ENDORSED COURSES

There are two types of Board Endorsed Courses – Content Endorsed Courses (CEC) and School Developed Courses.

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the Board of Studies.

There is no external examination for Board Endorsed Courses. Assessment is school-based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

Board Endorsed Courses may be studied as 1 or 2 units and as Year 11 (Preliminary HSC) and/or Year 12 (HSC) courses.

# CONTENT ENDORSED COURSES

## COURSE: EXPLORING EARLY CHILDHOOD

### Content Endorsed Course (CEC)

**Exclusions:** Nil

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.

This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

The study of this course will enable students to:

- develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years
- recognise the uniqueness of all children, including those who have special needs
- become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play
- identify the range of services developed and provided for young children and their families
- consider the role of family and community in the growth, development and learning of young children
- reflect upon potential implications for themselves as adults, in relation to young children
- understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families
- become aware of the work opportunities available in the area of children's services.

### Main topics covered

**Core Studies. The core studies are compulsory. There are three parts to the core:**

**Part A:** Pregnancy and Childbirth (15 hours)

**Part B:** Child Growth and Development (20 hours)

**Part C:** Promoting Positive Behaviour (10 hours)

### Modules

The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment.

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

### Assessment: Year 12 (HSC) Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> <li>• There is no external Examination of students in Content Endorsed Courses</li> </ul>	<b>50</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding skills</li> </ul>	<b>50</b>
<b>COURSE FEE(S)</b>		<b>Year 11 (Preliminary HSC)</b>	<b>\$30.00</b>
		<b>Year 12 (HSC)</b>	<b>\$20.00</b>

## COURSE: NUMERACY STAGE 6

### Content Endorsed Course (CEC)

### 2 units for each Year 11 (Preliminary HSC) and Year 12 (HSC)

This course is appropriate for students who need further opportunities to develop essential numeracy skills required for everyday life, including work, learning, community engagement and personal contexts. This may include students who are yet to demonstrate achievement of the HSC minimum standard in numeracy. (Students who have already met the HSC minimum standard in numeracy are better placed studying Mathematics Standard or Advanced in Year 11.)

### Course Description

The Numeracy Stage 6 Content Endorsed Course is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the Australian Core Skills Framework (ACSF) Level 3, a nationally agreed level of functional numeracy.

### How does the Numeracy course fit within the suite of Mathematics Stage 6 syllabuses?

The Numeracy course supports students to develop the core numeracy skills required to become active and successful participants in society. When students become functionally numerate, they are able to manage a situation or solve a problem in everyday contexts. This course offers students the opportunity to prepare for post-school options including employment or further training.

### The Mathematics Stage 6 syllabuses

- build upon students' learning in the Mathematics K–10 Syllabus
- assume students have developed core numeracy skills; and
- offer opportunities for students to think mathematically.

Mathematical thinking involves questioning, communicating, reasoning and reflecting and promotes students' ability to generalise, challenge, find connections and think critically and creatively.

### Year 11 (Preliminary HSC)

The Numeracy course is structured as a 2 unit course that allows delivery as a 120-hour course for Year 11. The Year 11 school-based assessment contains three assessment tasks.

### Year 12 (HSC)

The Numeracy course is structured as a 2 unit course that allows delivery as a 240-hour course across Years 11 and 12. The course can count towards the Higher School Certificate and appear on the student's Record of School Achievement (RoSA). Where students request a RoSA the Numeracy course will be listed with their other Stage 6 courses.

The Year 12 school-based assessment contains four assessment tasks.

### HSC Examination Specifications

The Numeracy course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment mark in Year 12 using the Performance Band Descriptions for reporting achievement.

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>\$80.00</b>
	<b>Year 12 (HSC)</b>	<b>\$80.00</b>
	<b>Scientific Calculator</b>	<b>\$26.00</b>



## COURSE: SPORT, LIFESTYLE AND RECREATION

### Content Endorsed Course (CEC)

**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

### Through the course students will develop

- knowledge and understanding of the factors that influence health and participation in physical activity
- knowledge and understanding of the principles that impact on quality of performance
- an ability to analyse and implement strategies to promote health, activity and enhanced performance
- a capacity to influence the participation and performance of self and others.

### The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as

- aquatics
- athletics
- first aid
- fitness
- specific sports
- gymnastics
- outdoor recreation
- sports administration
- coaching
- social perspectives of sport
- healthy lifestyle.

<b>COURSE FEE(S)</b>	<b>Year 11 (Preliminary HSC)</b>	<b>Nil</b>
	<b>Year 11 (Preliminary HSC) Excursion</b>	<b>\$50.00 (approx.)</b>
	<b>Year 11 (Preliminary) First Aid</b>	<b>\$100.00 (approx.)</b>
	<b>Year 12 (HSC) Excursion</b>	<b>\$50.00 (approx.)</b>

**WE INSPIRE**  
**WE MOTIVATE**  
**WE CARE**  
**WE TEACH**



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