



MITCHELL HIGH SCHOOL

Excellence in education since 1964



2025 SENIOR SUBJECT SELECTION HANDBOOK





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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.

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

<https://rb.gy/jscdzm>



MHS SENIOR COURSE FEES

Read the below information before selecting your subjects

Technology Resource Fee

Technology fees help to enhance Mitchell High School provision of educational software.

Third-party software can significantly enhance student engagement in the classroom. These applications offer interactive and dynamic learning experiences that cater to diverse learning styles, making lessons more engaging and enjoyable. Additionally, they provide opportunities for collaborative and independent learning, fostering a deeper understanding of the material and promoting active student participation.

Textbook Resource 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.

If your child's school fees are paid in full by the end of Term 1 of each year, your total fees 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.

Sport Levy Fee

The Sport Levy Fee goes towards the entry and transport to the MHS Athletics and Swimming Carnivals.

Course/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 in consultation between 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.

Junior Fees

- Students who are not able to pay the subject fee in one instalment must negotiate a payment plan with the school by Term 1 Week 4, or they may be asked to select a non-fee paying subject in consultation with the Deputy Principal or Principal.
- Students in Year 9 will not be able to select a fee paying subject for the following year (Year 10) if their fees remain unpaid. In consideration of this it is important to note that there are many non-fee paying electives that students can choose.
- Students will be unable to attend non-curricular excursions and international visits etc. unless they have paid their subject fees.

Year 11 and Year 12: 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 big day out, Year 12 formal etc. unless they have paid their subject fees.

METHODS OF PAYING COURSE SCHOOL FEES

PAYMENTS CAN BE DONE IN FOUR WAYS

School Bytes 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. The payment page is accessed from the front page of the school's website by selecting **\$ Make a payment**. Payment(s) for subject fees, school contributions, excursions, sales to students and creative and practical arts activities (these include band, drama and dance) can be made here.

- The students Statement of Account and payment reminders and excursion notifications will be sent directly to parents/caregivers via email.
- Emails will be sent to you from **noreply@mail.schoolbytes.education**.
- The student's Statement of Account email will include the make a payment button that will take you to the school's online payment portal.
- If the activity involves a cost, the make a payment button will allow you to pay securely, quickly and easily via credit or debit card after granting permission (Visa or Mastercard only).
- Online forms including permission notes, will be sent to you directly via School Bytes with a link enclosed. Select the link to open the secure online form.
- The online form will have information about the activity with a section for a digital signature (either with a mouse or your finger) prior to submitting.

Please note: Transactions made through the online payment portal will appear on your bank statement as **OSCHOOLSONLINE 0000 PARRAMATTA AU**.

What you need to do:

- You need to ensure your email address and contact details are up to date, you don't want to miss critical information being sent to you.
- Monitor your inbox for communication we send to you.
- Respond to digital correspondence received via email or complete the online digital form and submit.
- Ensure emails sent to you from noreply@mail.schoolbytes.education are not marked as spam/junk in your email system.

Please note that the school will not re-issue you a receipt.

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

MHS uniform items are **NOT** to be paid for through the online payments system. All uniform items are purchased from The School Locker.

Other types of payments accepted

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

Cheque Payment(s) at Mitchell High School's Administration Office
Cheques made payable to Mitchell High School

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

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 handbook has been prepared to help students intending to continue their education at Mitchell High School into Year 11 in 2025 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 handbook 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 2025 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 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 and Year 12: HSC levels. Students must study the Year 11 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** and a minimum of **10 units in the Year 12: HSC course**. Both the Year 11 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 Year 11 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.

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 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 Year 11 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 Year 11 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 2025. 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 2025. 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 2025 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

TYPES OF HSC COURSES OFFERED

These courses will only run in 2025/2026 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 **must study a total of 12 units**.

YEAR 12: HSC BOARD DEVELOPED COURSES

See course notes following this table for explanation of symbols

SUBJECT	Year 11: Courses Year 12: HSC (2 Unit)	Year 11: Courses Extension (1 Unit)	Year 12: HSC Courses Extension (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Ancient History	Ancient History		
Biology	Biology ²		
Business Studies	Business Studies		
Chemistry	Chemistry ²		
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: 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		
Health and Movement Science	Health and Movement Science		

TYPES OF HSC COURSES OFFERED

SUBJECT	Year 11: Courses Year 12: HSC (2 Unit)	Year 11: Courses Extension (1 Unit)	Year 12: HSC Courses Extension (1 Unit)
Industrial Technology	Industrial Technology		
Investigating Science	Investigating Science		
Languages	Please see next table		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard 2 Mathematics Advanced Numeracy Stage 6	Year 11: Mathematics Extension 1	Year 12: HSC Mathematics Extension 1 Year 12: HSC Mathematics Extension 2
Music	Music 1 ³		
Health and Movement Science	Health and Movement Science		
Physics	Physics ²		
Science Extension			Science Extension
Society and Culture	Society and Culture		
Studies of Religion	Studies of Religion II		
Visual Arts	Visual Arts		
Work Studies	Work Studies		

HSC BOARD DEVELOPED LANGUAGES COURSES

Languages

Students may study a language through the Secondary College of Languages or the NSW School of Languages only if the home school does not offer it.

Secondary College of Languages

- Students wanting to study a language at the Secondary College of Languages, formerly known as Saturday School, may only apply if it is their heritage/background community language. The languages offered are: Arabic, Armenian, Chinese, Croatian, Filipino, Hindi, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Spanish, Turkish and Vietnamese.

For further details and eligibility requirements please visit the following link:

<https://sclanguages.schools.nsw.gov.au/>

NSW School of Languages

Students wanting to study a language in the Beginners, Continuers or Extension Courses may apply through the NSW School of Languages, formerly known as the Open High School, provided that they meet the eligibility criteria. Languages on offer are: French, German, Italian, Indonesian, Japanese, Korean, Latin, Russian, Spanish, Portuguese, Chinese and Modern Greek.

For further details and eligibility requirements please visit the following link:

<https://nswschoolang.schools.nsw.gov.au/>

If you are considering either one of the above options, please contact Miss Mehic, Languages Coordinator, in the Languages Staffroom.

YEAR 12: 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 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 2025.

Course	Unit
Exploring Early Childhood	2 unit Year 11 / Year 12: HSC
Numeracy Stage 6	2 unit Year 11 / Year 12: HSC
Sport, Lifestyle and Recreation	2 unit Year 11 / Year 12: HSC
Work Studies	2 unit Year 11 / 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 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 2025. 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 OF BOARD DEVELOPED COURSES

YEAR 11: 2025

YEAR 12: HSC 2026

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BOARD DEVELOPED COURSES

ENGLISH

COURSE: ENGLISH STANDARD

2 units for each of Year 11 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 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 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"> • Paper 1 – Common Module 1 hour 30 min • Paper 2 – Modules 2 hours <ul style="list-style-type: none"> – Section I – Section II – Section III 	50	Conditional: Pending further advice from NESA <ul style="list-style-type: none"> • Common Module • Module A • Module B and C • Trial HSC Examination 	20
	50		25
			25
			30
			100
		Assessment: <ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in responding across all language modes 	50
			50
	100		100

COURSE: ENGLISH ADVANCED

2 units for each of Year 11 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 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 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"> • Paper 1 – Common Module 1 hour 30 min • Paper 2 – Modules 2 hours <ul style="list-style-type: none"> – Section I – Module A – Section II – Modula B – Section III – Module C 	50	Conditional: Pending further advice from NESA <ul style="list-style-type: none"> • Common Module • Module A and C • Module B and C • Trial HSC Examination 	20
	50		25
			25
			30
			100
		Assessment <ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in responding across all language modes 	50
			50
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

**COURSES: YEAR 11: ENGLISH EXTENSION
YEAR 12: HSC ENGLISH EXTENSION 1
YEAR 12: HSC ENGLISH EXTENSION 2**

1 unit of study for each of Year 11 and Year 12: HSC

Prerequisites: English Advanced

Year 11 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 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 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	Conditional: Pending further advice from NESA	
		<ul style="list-style-type: none"> • Imaginative response • Critical Response • Trial HSC Examination 	30 40 30
		Assessment:	
		<ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in responding across all language modes 	50 50
	100		100

Assessment: Year 12: HSC English Extension Course 2

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

COURSE: ENGLISH EAL/D

2 units for each of Year 11 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 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 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"> • Paper 1 – Module A and focus on writing 1 hour 30 min • Paper 2 – Module B and C 1 hour • Listening Paper 30 min 	45	Conditional: pending further advice from NESA <ul style="list-style-type: none"> • Module A • Module B • Module C • Trial HSC Examination 	30
	45		20
	15	25	25
			100
		Assessment: <ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in responding across all language modes 	50
			50
	100		100

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 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 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">• English Studies 2 hour 30 min	100	<ul style="list-style-type: none">• Knowledge and understanding of course content• Skills in responding across all language modes	50
	100		100

COURSE: DRAMA

2 units for each of Year 11 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 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 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 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"> • Group Presentation (Core) • Individual Project • A 11/2 hour written examination comprising two compulsory sections: <ul style="list-style-type: none"> – Australian Drama and Theatre (Core) – Studies in Drama and Theatre 	<p>30</p> <p>30</p> <p>40</p>	<ul style="list-style-type: none"> • Australian Drama and Theatre • Studies in Drama and Theatre • Development of Group Performance • Development of Individual Project 	<p>30</p> <p>30</p> <p>20</p> <p>20</p>
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

BOARD DEVELOPED COURSES

COMPUTING

COURSE: SOFTWARE ENGINEERING

2 units for each of Year 11 and Year 12: HSC Board Developed Course

Exclusions: Computing Technology Life Skills

Course Description

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

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

Year 11 Course	120 hours	Year 12 Course	120 hours
<ul style="list-style-type: none"> Programming Fundamentals The Object-Oriented Paradigm Programming Mechatronics 	40 40 40	<ul style="list-style-type: none"> Secure Software Architecture Programming for the Web Software Automation Software Engineering Project 	30 30 30 30

Assessment: Year 12: HSC Course only

External Assessment	Internal Assessment	Weighting %
<ul style="list-style-type: none"> The time allowed is 2 hours and 30 minutes including 10 minutes reading time Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course The Year 11 course is assumed knowledge for the Year 12 course An understanding of the Python programming language is also assumed The examination will be worth 80 marks It will be undertaken by students using a computer Objective-response items (approx. 20 marks) Short-answer items (approx. 60 marks) 	Component <ul style="list-style-type: none"> Knowledge and understanding of course content Knowledge and skills in the practical application of the content 	50 50
		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

BOARD DEVELOPED COURSES
CREATIVE & PERFORMING ARTS
(CAPA)

COURSE: MUSIC 1

2 units for each of Year 11 and Year 12: HSC

Board Developed Course

Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2

Course Description

In the Year 11 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"> Core Performance (one piece) Written examination - Aural Skills (45-60 minutes) <p>Electives Three electives from any combination of:</p> <ul style="list-style-type: none"> Performance (one piece) Composition (one submitted composition) Musicology (one viva voce) 	<p>20</p> <p>30</p>	<ul style="list-style-type: none"> Core Performance Core Composition Core Musicology Core Aural 	<p>10</p> <p>10</p> <p>10</p> <p>25</p>
<ul style="list-style-type: none"> Elective 1 Elective 2 Elective 3 	<p>20</p> <p>20</p> <p>20</p>	<ul style="list-style-type: none"> Elective 1 Elective 2 Elective 3 	<p>15</p> <p>15</p> <p>15</p>
	110		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: VISUAL ARTS

2 units for each of Year 11 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 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 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 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"> • A 11/2 hour written examination paper • Submission of a body of work 	<p>50</p> <p>50</p> <p>100</p>	<ul style="list-style-type: none"> • Development of the body of work • Art criticism and art history 	<p>50</p> <p>50</p> <p>100</p>

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

BOARD DEVELOPED COURSES

HISTORY

COURSE: ABORIGINAL STUDIES

2 units for each of Year 11 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 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"> • Section I: Social Justice and Human Rights Issues 	55	<ul style="list-style-type: none"> • Knowledge and understanding of course content 	40
<ul style="list-style-type: none"> • Section II: Research and Inquiry Methods 	15	<ul style="list-style-type: none"> • Investigating, analysis, synthesis & evaluation of information from a variety of sources and perspectives 	25
<ul style="list-style-type: none"> • Section III: Options 	30	<ul style="list-style-type: none"> • Research and inquiry methods, including aspects of the Major Project 	20
		<ul style="list-style-type: none"> • Communication, ideas & issues in appropriate forms 	15
	100		100

COURSE: ANCIENT HISTORY

2 units for each of Year 11 and Year 12: HSC

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.

Year 11 Course (120 hours)	Ancient History	Indicative hours
	Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies Each case study should be a minimum of 10 indicative hours.	60
	Historical Investigation	20
	Features of Ancient Societies	40
Year 12 Course (120 hours)	Ancient History	Indicative hours
	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

Component	Weighting %
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
	100

COURSE: MODERN HISTORY

2 units for each of Year 11 and Year 12: HSC

Board Developed Course

Exclusions: Nil

Course Description

The **Year 11 course** is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The **Year 12 course** is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Year 11 Course (120 hours)	Modern History	Indicative hours
	Investigating Modern History <ul style="list-style-type: none"> • The Nature of Modern History • Case Studies <i>Each case study should be a minimum of 10 indicative hours</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40
Year 12 Course (120 hours)	Modern History	Indicative hours
	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

Particular Course Requirements

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.

Assessment: Year 12 Course Only

Component	Weighting %
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
	100

COURSE: SOCIETY AND CULTURE

2 units for each of Year 11 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 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"> • Knowledge and understanding of course content • Application and evaluation of social and cultural research methods • Communication of information, ideas and issues in appropriate forms 	50
	30
	20
	100

Assessment: Year 12: HSC Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
A two hour written examination plus 5 minutes reading time		Component	
Section I – Core –Social and Cultural Continuity and Change	20	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Application and evaluation of social and cultural research methods • Communication of information, ideas and issues in appropriate forms 	50
<ul style="list-style-type: none"> • Objective response questions • Short-answer questions 			30
Section II – Depth Studies	40		20
<ul style="list-style-type: none"> • Short-answer question 			
	60		100

BOARD DEVELOPED COURSES

SOCIAL SCIENCE

COURSE: BUSINESS STUDIES

2 units for each of Year 11 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 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 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 research assessment.

Assessment: Year 12: HSC Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
• Section I: Objective Response	20	• Knowledge and understanding of course content	40
• Section II: Short Answer	40	• Stimulus-based skills	20
• Section III: Extended Response Report	20	• Inquiry and research	20
• Section IV: Extended Response Essay	20	• Communication of business information, ideas and issues in appropriate forms	20
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: ECONOMICS

2 units for each of Year 11 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 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"> • Section I: Objective Response • Section II: Short Answer • Section III: Extended Response • Section IV: Extended Response 	<p>20</p> <p>40</p> <p>20</p> <p>20</p>	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Stimulus-based skills • Inquiry and research • Communication of economic information, ideas and issues in appropriate forms 	<p>40</p> <p>20</p> <p>20</p> <p>20</p>
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: GEOGRAPHY

2 units for each of Year 11 and Year 12: HSC

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 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 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 course and must undertake 10 hours of fieldwork in both the Year 11 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">Section I: Objective ResponseSection II: Short AnswerSection III: Extended Response	20 40 40	<ul style="list-style-type: none">Knowledge and understanding of course contentGeographical tools and skillsGeographical inquiry and research, including fieldworkCommunication of geographical information, ideas and issues in appropriate forms	40 20 20 20
	100		100

COURSE: LEGAL STUDIES

2 units for each of Year 11 and Year 12: HSC

Board Developed Course

Exclusions: Nil

Course Description

The Year 11 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 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 %
• Section I: Crime and Human Rights objective response	20	• Knowledge and understanding of course content	40
• Section II: Human Rights short answer	15	• Analysis and evaluation	20
• Section III: Crime extended response	15	• Inquiry and research	20
• Section IV: Options extended response	50	• Communication of legal information, issues and ideas in appropriate forms	20
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: STUDIES OF RELIGION II

2 units for each of Year 11 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 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	• Knowledge and understanding of course content	40
• Section 1 B: Religion and Non-Religion	15	• Source-based skills	20
• Section II: Religious Tradition Depth Studies	30	• Investigation and research	20
• Section III: Religious Tradition Depth Studies (extended response)	20	• Communication of information, ideas and issues in appropriate forms	20
• Religion and Peace extended response	20		
	100		100

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 Secondary College of Languages or the NSW School of Languages. If you require further information about these courses, please contact Miss Mehic in the Languages Staffroom.

COURSE: GERMAN BEGINNERS

2 units for each of Year 11 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 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	Weighting % Year 12: HSC
An oral examination (5 minutes):		<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing in German 	20	20
• Conversation	20		30	30
A written examination (2½ hours):			30	30
• Listening	30		20	20
• Reading	30			
• Writing in German	20			
	100		100	100

BOARD DEVELOPED COURSES
MATHEMATICS

COURSE: MATHEMATICS STANDARD 2

2 units for each Year 11 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 Course

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 Course

The Mathematics Standard 2 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.

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: MATHEMATICS ADVANCED

2 units for each of Year 11 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 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 and Mathematics Extension 1 Year 12 course includes the Mathematics Advanced course).

Main Topics Covered	Main Topics Covered
Year 11 Course <ul style="list-style-type: none">• Topic: Functions (Working with Functions)• Topic: Trigonometric Functions (Trigonometry & Measure of 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 <ul style="list-style-type: none">• 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	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. 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.	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.

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: MATHEMATICS EXTENSION 1

1 unit in each of Year 11 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 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 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)

Main Topics Covered

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.

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

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 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.

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

BOARD DEVELOPED COURSES
PERSONAL DEVELOPMENT AND
PHYSICAL EDUCATION (PDHPE)

COURSE: COMMUNITY AND FAMILY STUDIES

2 units for each of Year 11 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 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 %
3 hour written examination		<ul style="list-style-type: none"> • Knowledge and understanding of course content • Skills in critical thinking, research methodology, analysing and communicating 	40
Section I - Core			60
Part A			
• Multiple-choice	20		
Part B			
• Short-answer questions	55		
Section II - Options			
Candidates answer the question on the option they have studied. Each question contains:	25		
• Short-answer parts worth 10 marks			
• An extended response part worth 15 marks			
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: DANCE

2 units for each of Year 11 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 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 %
Core Performance Solo dance and <i>Interview</i>	20	Core Performance	20
Core Composition Solo composition and <i>Interview</i> performed by another student	20	Core Composition	20
Core Appreciation A written examination (1 hour)	20	Core Appreciation	20
Major Study <ul style="list-style-type: none"> • Major Study Performance One solo dance and <i>Interview</i> or • Major Study Composition One dance composition: new solo, group dance and <i>Interview</i> or • Major Study Appreciation Written examination: 1¼ hour or Major Study – Dance Technology 	40	Development of Major Study	40
	100		100
Option 1: Choreographing the Virtual Body. Presentation of a choreographed work using 3D animation software and <i>Interview</i> or			
Option 2: Film and Video. Presentation filmed and edited choreographed work and <i>Interview</i> .			

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: HEALTH AND MOVEMENT SCIENCE

2 units for each of Year 11 and Year 12: HSC

Board Developed Course

Exclusions: Nil

Course Description

Year 11: The Year 11 course comprises 4 components. Students are required to study all 4 components of the course. Where appropriate, case studies, practical application and research skills are integrated throughout student learning in Health for Individuals and Communities, The Body and Mind in Motion, the Collaborative Investigation and the Depth Studies. Health for Individuals and Communities has a focus on the health of young people, with students having the opportunity to research a selected health issue of interest. They analyse the skills needed to protect and enhance the health and wellbeing of themselves and others. The Body and Mind in Motion enables students to investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement. Students develop an understanding of the role energy systems and types of training and training methods play and how the body physiologically adapts to training.

Year 12: The Year 12 course comprises 3 components. Case studies and practical application are integrated throughout student learning in Health in an Australian and Global Context, Training for Improved Performance, and the Depth Studies. Health in an Australian and global context students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians. Training for improved performance students investigate the significance of Training for Improved Performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations.

Particular Course Requirements

Assessment: Year 12: HSC Course Only

Assessment: Year 11

Assessment	Weighting %
<ul style="list-style-type: none">Health for Individuals and CommunitiesThe Body and Mind in MotionCollaborative InvestigationDepth Studies	40% 40% 20% 20%

Assessment: Year 12: HSC Course Only

<ul style="list-style-type: none">Health in an Australian and global contextTraining for Improved PerformanceDepth Studies	45% 45% 30%
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Written Examination: The examination will consist of a written paper worth 100 marks.

- Time allowed: 3 hours plus 10 minutes reading time.
- Questions relating to Health and Movement Science skill outcomes will be integrated throughout the examination.
- The paper will consist of three sections.
- There will be approximately equal weighting given to the two focus areas: Health in an Australian and Global Context and Training for Improved Performance.

Section I (20 marks)

- There will be objective response questions to the value of 20 marks.

Section II (56 marks)

- This section will contain short-answer questions.
- Questions may contain parts.
- There will be 9 to 12 items in total.
- At least 3 items will be worth 6 to 8 marks.

Section III (24 marks)

- There will be 2 extended-response questions worth 12 marks each – one question based on each focus area: Health in an Australian and Global Context, Training for Improved Performance.

Suitability: Students who are interested in health, public health models, biological health trends, sport training, exercise physiology and sports performance. Health & Movement Science is suited to health science occupations such as: physiotherapy, sports and exercise science, nursing, occupational therapy, dieticians and nutritionists along with many others. It is predominantly a theory-based course with minimal practical applications.

NESA: <https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview>

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

BOARD DEVELOPED COURSES

SCIENCE

COURSE: BIOLOGY

2 units for each of Year 11 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	Topics Covered
<p>Working Scientifically</p> <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	<p>Year 11 Course</p> <ul style="list-style-type: none"> • Cells as the basis of life • Organisation of living things • Biological diversity • Ecosystem dynamics <p>Year 12 Course</p> <ul style="list-style-type: none"> • 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"> • 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. 	<ul style="list-style-type: none"> • Skills in working scientifically • Knowledge and understanding of course content 	<p>60</p> <p>40</p>
		100

Year 11 Course

- 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%.

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: CHEMISTRY

2 units for each of Year 11 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	Topics Covered
Working Scientifically <ul style="list-style-type: none">• Questioning and Predicting• Planning Investigation• Conducting Investigation• Processing Data and Information• Analysing Data and Information• Problem Solving• Communicating	Year 11 Course <ul style="list-style-type: none">• Properties and Structure of Matter• Introduction to Quantitative Chemistry• Reactive Chemistry• Drivers of Reactions Year 12: HSC Course <ul style="list-style-type: none">• 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">• 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.	<ul style="list-style-type: none">• Skills in working scientifically• Knowledge and understanding of course content	60 40
		100

Year 11: Course

- 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%

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: EARTH AND ENVIRONMENTAL SCIENCE

2 units for each of Year 11 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	Topics Covered
<p>Working Scientifically</p> <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	<p>Year 11 Course</p> <ul style="list-style-type: none"> • Earth's Resources • Plate Tectonics • Energy Transformations • Human Impacts <p>Year 12: HSC Course</p> <ul style="list-style-type: none"> • 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"> • 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. 	<ul style="list-style-type: none"> • Skills in working scientifically • Knowledge and understanding of course content <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>
		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: INVESTIGATING SCIENCE

2 units for each of Year 11 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	Topics Covered
<p>Working Scientifically</p> <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	<p>Year 11 Course</p> <ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws <p>Year 12: HSC Course</p> <ul style="list-style-type: none"> • 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"> • 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. 	<ul style="list-style-type: none"> • Skills in working scientifically • Knowledge and understanding of course content <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>
		100

COURSE: PHYSICS

2 units for each of Year 11 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	Topics Covered
<p>Working Scientifically</p> <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigation • Conducting Investigation • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	<p>Year 11 Course</p> <ul style="list-style-type: none"> • Kinematics • Dynamics • Waves and Thermodynamics • Electricity and Magnetism <p>Year 12: HSC Course</p> <ul style="list-style-type: none"> • 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 %
<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"> • 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. 	<ul style="list-style-type: none"> • Skills in working scientifically • Knowledge and understanding of course content 	<p>60</p> <p>40</p>
		100

Year 11 Course

- 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 Course

- 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%

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

BOARD DEVELOPED COURSES

TECHNOLOGIES

COURSE: ENGINEERING STUDIES

2 units for each of Year 11 and Year 12: HSC

Board Developed Course

Exclusions: Complete with Advanced Mathematics, Physics or Chemistry.

Course Description

The key competencies of collecting, analysing and organising information and communicating ideas and information reflect core processes of inquiry and reporting which are explicit in the objectives and outcomes of Engineering Studies. Students work as individuals and as members of groups to conduct investigations into engineered products and systems and through this, the key competencies planning and organising activities and working with others and in teams are developed. When students solve problems related to engineering and analyse data they become competent in using mathematical ideas and techniques. When students analyse, synthesise and report on engineered products and systems they will be involved in a specific study and application of a range of technologies and they will develop competency in using technology. Finally, the exploration of issues and investigation of the nature of engineered products and systems contributes towards the students' development of the key competency solving problems.

There is no practical requirement for this course.

Main Topics Covered

Year 11 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 Course

Students are required to produce an engineering report in Engineering application Module-Braking Systems, and then a complete engineering report in Engineering focus Module-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 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.

Assessment: Year 12: HSC Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
3 hour written examination:	20	<ul style="list-style-type: none"> • Knowledge and understanding of course content • Knowledge and skills in research, problem solving and communication related to engineering practice 	60
<ul style="list-style-type: none"> • Section I – Objective response questions • Section II – Short answer questions 	80		40
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: FOOD TECHNOLOGY

2 units for each of Year 11 and Year 12: HSC

Board Developed Course

Exclusions: Nil

Course Description

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

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.

Main Topics Covered

Year 11 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 course. Completion of the 2 unit Year 11 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 practical activities.

Assessment: Year 12: HSC Course Only

External Examination	Weighting %	Internal Assessment	Weighting %
Section I Objective response questions	20	<ul style="list-style-type: none">• Knowledge and understanding of course content• Knowledge and skills in designing, researching, analysing and evaluating• Skills in experimenting with and preparing food by applying theoretical concepts	40
Section II Short answer questions	50		30
Section III Candidates answer one structured extended response question	15		30
Section IV Candidates answer one extended response question	15		
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

2 units for each of Year 11 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 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 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 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 practical activities.

Assessment: Year 12: HSC Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> • 1½ hour written examination consisting of: Section I – Industry Related Manufacturing Technology Section II – Industry Related Manufacturing Technology Section III – Industry Study 	40	<ul style="list-style-type: none"> • Knowledge and understanding of course content 	40
<ul style="list-style-type: none"> • 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. 	60	<ul style="list-style-type: none"> • Knowledge and skills in the design, management, communication and production of a major project 	60
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fees and subject resources

COURSE: INDUSTRIAL TECHNOLOGY - MULTIMEDIA TECHNOLOGIES

2 units for each of Year 11 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.

Main Topics Covered

Year 11 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 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 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 practical activities.

Assessment: Year 12: HSC Course Only

External Assessment	Weighting %	Internal Assessment	Weighting %
<ul style="list-style-type: none"> • 1½ hour written examination consisting of: Section I – Industry Related Manufacturing Technology Section II – Industry Related Manufacturing Technology Section III – Industry Study 	40	<ul style="list-style-type: none"> • Knowledge and understanding of course content 	40
The Major Project. <ul style="list-style-type: none"> • 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. 	60	<ul style="list-style-type: none"> • Knowledge and skills in the management, communication and production of projects 	60
	100		100

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

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 see the MHS Careers Adviser or email 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/>

BOARD DEVELOPED COURSES
VOCATIONAL EDUCATION AND TRAINING
(VET) COURSES

PUBLIC SCHOOLS NSW RTO VOCATIONAL EDUCATION AND TRAINING

School Delivered Vocational Education and Training (VET) Courses

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 NSW Educational Standards Authority (NESA) and are based on national training packages.

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

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. 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 expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses>

Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

2025 HOSPITALITY COURSE DESCRIPTOR

SIT20322 Certificate II in Hospitality



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

Course: Hospitality (Food and Beverage) Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course	HSC credit – 4 units (2 units x 2 years of 4 units x 1 year) Board Developed Course (240 hour)
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By enrolling in this VET qualification with the NSW Department of Education RTO 9033, you are choosing to participate in a program of study which will provide you a pathway towards, HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements of the Registered Training Organisation and NESA. To gain the full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) provided suitable evidence is submitted.

Transferrable industry skills gained in this course	
<ul style="list-style-type: none"> • customer service skills • teamwork • organisational skills 	<ul style="list-style-type: none"> • adaptability • critical thinking • problem solving

Examples of occupations in the hospitality industry		
<ul style="list-style-type: none"> • food and beverage attendant • espresso coffee machine operator 	<ul style="list-style-type: none"> • restaurant host/hostess • receptionist 	<ul style="list-style-type: none"> • function attendant • barista café service

VET requirements
Competency-Based Assessment In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to satisfactorily complete the tasks required in the assessments.

Appeals and Complaints
 You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

HSC requirements
Mandatory course requirements You must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Not meeting these requirements will incur an 'N' determined as required by NESA.
External Assessment (optional HSC Examination for ATAR purpose) 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 your eligibility to receive a vocational qualification.

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee	Refunds Refund arrangements on a pro-rata basis. Refer to your school refund policy
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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: In this Framework, students can only undertake the Hospitality (120 indicative hours) course or the Hospitality (240 indicative hours) course.
 General information about NESA VET course exclusions can be found <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2025 Course Descriptor Hospitality - SIT20322 Certificate II in Hospitality Version (_UIVersionString)
 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 NESA 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 and/or Year 12: HSC courses.

CONTENT ENDORSED COURSES OFFERED AT MHS

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"> • There is no external Examination of students in Content Endorsed Courses 		<ul style="list-style-type: none"> • Knowledge and understanding skills 	50
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Skills 	50

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: NUMERACY STAGE 6

Content Endorsed Course (CEC)

2 units for each Year 11 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 Course

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 Course

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.

Please Note: This subject incurs a subject fee for consumables, third-party software licencing fee and/or subject resources fee

COURSE: SPORT, LIFESTYLE AND RECREATION

Content Endorsed Course (CEC)

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

Students should demonstrate a genuine interest in physical sporting activities and be prepared to be actively involved at all times. Undertaking this course will provide foundation studies for those students with a vocational interest in human movement, and individual and community health issues. It would be of value for students seeking to pursue careers in sports coaching or the sports recreation industry. This course would suite interested students studying a Non-ATAR pathway.

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe>

COURSE: WORK STUDIES

Content Endorsed Course (CEC)

Course Description:

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engaged in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

Course aim:

The aim of the Work Studies syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Course delivery:

The content is organised into one core module plus elective modules. It is a flexible structure designed to support the diverse needs of students.

Core:

My working life.

Modules:

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- * Workplace Issues (the prerequisite module is In the Workplace)
- * Self-Employment (the prerequisite module is Managing Work and Life Commitments)
- * Team Enterprise Project (the prerequisite module is Teamwork and Enterprise Skills)
- Experiencing Work (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)
- School-Developed Module (one or two of these modules may be undertaken, provided that they do not exceed 25 percent of course time).

* Modules 7, 8 and 9, indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.

MITCHELL HS

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