



# **PORT HACKING HIGH SCHOOL**

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## **INFORMATION FOR PARENTS AND STUDENTS OF THE SENIOR SCHOOL**

**2021 - 2022**

## The Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools.

It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

The standards-based Higher School Certificate offers syllabuses that set clear expectations of what you must learn and measures your performance against set standards. Your mark in each course is reported against descriptive performance bands that show what you know, understand and can do.

There are about 150 Board Developed Courses available and a large range of Board Endorsed Courses. Board Developed and Board Endorsed Courses within the Higher School Certificate curriculum are available in general education subjects as well as in nationally recognised Vocational Education and Training (VET) courses for many industries.

The Higher School Certificate is governed by the Education Act 1990 (NSW), which sets out the general requirements you need to meet to be awarded the Higher School Certificate.

## NESA

In relation to the Higher School Certificate, NESA is responsible for:

- developing Preliminary and HSC courses
- organising and overseeing the Higher School Certificate examinations and assessments
- calculating and recording Higher School Certificate marks and achievements
- issuing Higher School Certificates and Records of Achievement to students
- giving advice to schools, employers and the public on educational issues and all matters related to the Higher School Certificate.

## Eligibility for the Higher School Certificate

The rules and requirements for eligibility are set out in NESA's publication, the Assessment, Certification and Examination (ACE) Manual, which can be found on NESA's website: <https://ace.nesa.nsw.edu.au/higher-school-certificate>

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA attend a government school, an accredited non-government school, a **NSW Education Standards Authority** recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work) (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the [HSC minimum standard of literacy and numeracy](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard) within five years of starting your HSC course.

## Units of study

Most courses offered for the Higher School Certificate have a 2 unit Preliminary and a 2 unit HSC component. Each unit requires approximately 60 hours of classroom study per year.

VET courses are not divided into HSC and Preliminary components and may be counted as Preliminary and/or HSC courses.

HSC extension courses are 1 unit courses.

English and Mathematics are the only subjects in Year 11 that have extension courses available.

Extension courses build on the content of the 2 unit course, and require students to study beyond the 2 unit course.

## Study requirements

English is the **only** compulsory Higher School Certificate subject.

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least 12 units in your Preliminary study pattern and at least 10 units in your HSC study pattern.

Both study patterns must include:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects
- no more than six units of science based subjects (seven units of Science in Year 12)

The Preliminary component of a course must be completed before commencing the HSC component. (Different requirements apply to Mathematics Extension1.)

## Types of Courses

There are two broad categories of courses: Board Developed Courses and Board Endorsed Courses.

### Board Developed Courses

Board Developed Courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure, content and assessment requirements. NESA also develops Higher School Certificate examinations for most of these courses.

Most Board Developed Courses contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

## Board Endorsed Courses

There are three types of Board Endorsed Courses:

- School Developed Courses — These are courses developed by individual schools in response to local interest or need that have been endorsed by NESAs.
- University Developed Courses — These are developed by universities in conjunction with schools to suit the particular needs of high ability students.
- Content Endorsed Courses (CECs) — These courses are based on School Developed Courses in the most popular areas of study. They fall into two categories: general CECs and VET CECs including many delivered by TAFE.

Board Endorsed Courses count towards the Higher School Certificate and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards calculation of the (ATAR).

**Special Education (Life Skills)** - If you have special education needs, you can attain your HSC by studying Life Skills courses. There are specific entry requirements for the Life Skills courses and you still need to meet the general eligibility and study patterns to earn your HSC. You will need to talk with your Year Adviser or Careers Adviser to find out whether these courses are suitable for you. Life Skills courses do not count towards the ATAR.

## Vocational Education and Training Courses

Vocational Education and Training (VET) Courses allow you to gain both HSC qualifications and Australian Qualifications Framework (AQF) VET accreditation.

VET AQF qualifications are recognised by industry and employers throughout Australia. You receive a Certificate or Statement of Attainment which reports the competencies you have achieved. Some of these courses can be studied at school while others can be studied at TAFE institutes or with other training providers.

Board Developed VET Courses (delivered at school) are:

- Construction
- Entertainment
- Hospitality
- Retail Services

Each framework is made up of combinations of units of competency contained in national Training Packages. Each industry curriculum framework identifies the units of competency which make up 120- and 240-hour courses for the HSC in that industry and any specialisation study or extension courses that are available.

The 240-hour VET industry curriculum framework courses have an optional written HSC examination. Students who choose to sit for the examination may have the result for that course included in the calculation of their (ATAR).

**NB: Only 2 Units of a VET course can count towards 10 Units for the ATAR. Students must sit the HSC VET exam for the units to contribute to an ATAR. (Not all VET Courses have a HSC exam and cannot count towards the calculation of an ATAR.)**

You can study other VET courses in industries where there is no framework (ie no HSC exam). These courses include:

- Board Developed, TAFE Delivered VET Accounting course
- TAFE Delivered VET CECs in many industry areas
- Locally designed VET courses endorsed by NESAs.

## ASSESSMENT FOR HSC COURSES

For most Board Developed HSC Courses, school-based assessment counts for 50% of your overall mark and is reported on your Higher School Certificate Record of Achievement. (VET and Life Skills Courses have different requirements. English Studies and Maths Standard also have non-exam options.) This applies to all school and TAFE students regardless of the number of units attempted.

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. For VET courses, you are assessed on your competency in performing work-related tasks. This assessment counts towards your AQF VET qualification but not towards an HSC mark.

### The school's responsibilities

Your school develops an assessment program for each course. This means your school is required to:

- set tasks that will be used to measure your performance in each component of a course
- specify the relative value of each of these tasks
- inform you in writing of:
  - the components and their weightings for each course
  - when assessment tasks will take place
  - the mark value of each task in relation to the total number of marks for the course
  - the nature of each assessment task (eg assignment, test, project etc)
  - the administrative details associated with each task (eg student absence, illness, late submission of work etc)
- provide adequate notice (usually two weeks) of the precise timing of each assessment task
- keep records of your performance in each task
- provide feedback on your performance and what you must do to improve.

### Your responsibilities

You are expected to complete the tasks that are part of the assessment program, and you should ensure that you have a copy of your school's assessment program for each course.

All work presented in an assessment task must be your own, whether it is an examination or an assignment. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) would not only lead to you receiving zero marks for the task, but could lead to you being denied a HSC.

If you have a valid reason why you are unable to complete an assessment task or hand it in at the scheduled time, you must submit an illness/misadventure form, with the appropriate support documentation.

N.B. According to Port Hacking High School's Assessment Policy, family holidays are NOT a valid reason for missing an assessment task nor for requesting an extension or alternate task.

Every school has a policy on tasks that are not completed. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. Your principal may allow an estimate to be given for a task that has not been completed. This applies only in exceptional circumstances and only where an alternative task would be unreasonable or impractical.

When alternative tasks are set or an estimate awarded, the resulting mark will be a measure of what you have actually achieved in the relevant aspect of the course.

Aside from the procedures outlined above, NESAs do not compensate you for difficulties in performing or completing assessment tasks, even when they are caused by factors outside your control.

Some HSC courses have prescribed texts, topics, projects and works that must be considered or studied for the Higher School Certificate. You should ensure that you are aware of the requirements for your course. NESAs publications on prescribed texts, topics, projects and works for all courses in each examination year are available at your school. Ask your Year Adviser for information or check under HSC syllabuses on NESAs website.

### **Assessment marks**

Your school submits your assessment marks to NESAs, calculated from your results on each formal assessment task you undertake as part of your HSC course.

At the end of the Higher School Certificate examinations, you can obtain your rank order in each course you have studied based on school assessments via Students Online or from your school. If you feel that your rank in any course is not correct, you may apply to the school principal for a review.

Further details about reviews and appeals are on the assessment appeal form which may be obtained from your school.

In the case of Board Developed VET Courses studied at school, there is no assessment mark and thus no rank. Your school submits to NESAs a list of the units of competency you have successfully achieved. This information is used to produce your VET Certificate or Statement of Attainment.

### **Satisfactory completion of courses**

- To receive a result in any course, you must satisfactorily complete that course.
- Satisfactory completion of a course involves:
  - following the course developed or endorsed by the Board; and
  - applying yourself with diligence and sustained effort to the set tasks provided in the course by the school; and
  - achieving some or all of the course outcomes.
- Your principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses.
- If your principal decides that you have not satisfactorily completed a course, you will receive no results in that course.
- You have the right to appeal to NESAs against your principal's decision. If you choose to do so, your principal will explain the appeal mechanism to you.

## Higher School Certificate Results

If you meet all the requirements, you will be awarded a Higher School Certificate and will receive relevant documents from the following:

- Higher School Certificate Testamur

This is a certificate of award that shows your name and school.

- HSC Record of Achievement

An HSC Record of Achievement is issued to students who have completed at least one Preliminary or HSC course. You will receive a cumulative Record of Achievement at the end of each year in which you complete a Preliminary or HSC course.

The Record of Achievement shows each course you have completed and your result in that course. For each HSC course with an examination, your results are recorded under the following headings:

- Assessment Mark (where applicable) – the mark awarded for your school-based assessment tasks.
- Examination Mark (where applicable) – the mark awarded for the external examination.
- HSC Mark – the average of the Assessment Mark and the Examination Mark.
- Performance Band – your level of achievement in the course.

No assessment mark is shown on the Record of Achievement for Board Developed VET Courses or for courses studied with an outside tutor.

For 240-hour VET courses, an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

- Course Report

Where the HSC course has an examination, you will receive a Course Report for each course you have completed that year.

The Course Report shows your Assessment Mark, Examination Mark, HSC Mark and Performance Band. It also includes a description of what students at each level of achievement typically know and can do, and a graph showing where your HSC mark lies in relation to all candidates' HSC marks for the course.

- AQF VET Statement of Attainment and Certificate

If you have achieved one or more units of competency in an HSC VET Course, you will receive a Statement of Attainment under the Australian Qualifications Framework (AQF) that will list the units of competency you have achieved. If you have completed the required units of competency, you will also receive an AQF VET Certificate.

- Profile of Student Achievement

## University Entry

Entry from Year 12 into university courses in NSW and the ACT generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio. The ATAR for every student who completes the necessary pattern of study is calculated by the universities (UAC), not by NESA.

The ATAR has different study pattern requirements to the HSC. Many students, because of their pattern of study, qualify for the HSC but will not qualify for an ATAR. To qualify for an ATAR, students must complete ten units of Board Developed Courses. Eight units must be Category A subjects. Only two units, out of the ten units, used to calculate the ATAR can be Category B subjects and students MUST sit the exam for a Category B subject to count towards the calculation of the ATAR.

Details of ATAR requirements can be found in the *UAC Guide*, published each year by the Universities Admissions Centre (UAC). You can phone UAC on (02) 9752 0200 or view the UAC website at: [www.uac.edu.au](http://www.uac.edu.au)

## SELECTION OF SUBJECTS

### Stage 1

With the aid of information from this booklet, digital resources available through CANVAS and the advice of teachers, students will make a selection of subjects that they would be interested in studying in Years 11 and 12. Selections will be made online via the internet. Students will be given additional information on how this is done.

Note: Advanced Mathematics, Advanced English and Extension courses will require a teacher's recommendation.



**PORT HACKING HIGH SCHOOL  
SUMMARY OF SUBJECTS - YEAR 11 2021**

BOARD DEVELOPED COURSES		BOARD DEVELOPED COURSES	
<b>CATEGORY A</b>		<b>CATEGORY B</b>	
Ancient History	2 Unit	English Studies	2 Unit
Biology	2 Unit		
Business Studies	2 Unit		
Chemistry	2 Unit	<b>VET COURSES-CATEGORY B (delivered at school)</b>	
Community and Family Studies	2 Unit	Construction	2 Unit
Dance	2 Unit	Entertainment	2 Unit
Design and Technology	2 Unit	Hospitality – Food and Beverage	2 Unit
Drama	2 Unit	Retail Services	2 Unit
Economics	2 Unit		
Engineering Studies	2 Unit		
English Standard	2 Unit	For more information regarding VET courses delivered at TAFE (both Category B ATAR and non-ATAR) please speak to the Careers Adviser, Mrs Martin.	
English Advanced	2 Unit		
English - EAL/D (English as an Additional Language or Dialect)	2 Unit		
English Extension 1	1 Unit		
Food Technology	2 Unit		
French Beginners	2 Unit		
French Continuers	2 Unit		
Geography	2 Unit		
Industrial Technology – Timber Products & Furniture	2 Unit		
Information Processes and Technology	2 Unit		
Investigating Science	2 Unit		
Japanese Beginners	2 Unit		
Japanese Continuers	2 Unit		
Legal Studies	2 Unit		
Mathematics Standard	2 Unit		
Mathematics Advanced	2 Unit		
Mathematics Extension 1	1 Unit		
Modern History	2 Unit		
Music 1	2 Unit		
Music 2	2 Unit		
PD/H/PE	2 Unit		
Physics	2 Unit		
Society and Culture	2 Unit		
Textiles and Design	2 Unit		
Visual Arts	2 Unit		

<b>BOARD ENDORSED COURSES – Delivered at School</b> <i>(these courses do not contribute to the ATAR)</i>	
VET Sport Coaching Course	2 Unit

<b>CONTENT ENDORSED COURSES – Delivered at School</b> <i>(these courses do not contribute to the ATAR)</i>	
Exploring Early Childhood	2 Unit
Sport, Lifestyle & Recreation Studies	2 Unit
Work Studies	2 Unit

# **BOARD DEVELOPED COURSES**

## **CATEGORY A**

<b>Course:</b> Ancient History			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
Ancient History involves the study of the following areas: Egypt, Near East, Greece and Rome in both the Preliminary and HSC courses.			
The Preliminary course is structured for students to investigate:			
<ul style="list-style-type: none"> <li>• People, groups, events, institutions, societies and historical sites;</li> <li>• Archaeological and written evidence and the methods used by historians and archaeologists.</li> </ul>			
In the HSC course, students use archaeological and written evidence to investigate the Roman towns of Pompeii and Herculaneum along with an ancient society, personality and historical time period from Egypt, the Near East, Greece or Rome			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• <b>Part I</b> - Investigating Ancient History: the Nature of Ancient History and 2 case studies</li> <li>• <b>Part II</b> - Features of Ancient Societies</li> <li>• <b>Part III</b> - Historical Investigation – own research investigation on a particular topic of their choice</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• <b>Part I:</b> Core Study - Cities of Vesuvius: Pompeii and Herculaneum</li> <li>• <b>Part II:</b> Ancient Societies – choices include societies from Greece, Persia, Egypt and China</li> <li>• <b>Part III:</b> Personalities in their Times – choices include Hatshepsut, Akhenaten, Xerxes, Alexander the Great and Julius Ceasar</li> <li>• <b>Part IV:</b> Historical Periods – choices include Egypt, Persia, Greece and Rome</li> </ul>			
<b>External Exam</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	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		100

**Course:** Biology

**Fee:** Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12  
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.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When working scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

**Main Topics Covered:**

**Year 11 Course Modules:**

- Cells as the Basis of Life
- Organisation of Living Things
- Biological Diversity
- Ecosystem Dynamics

**Year 12 Course Modules:**

- Heredity
- Genetic Change
- Infectious Disease
- Non-infectious Disease and Disorders

**Particular Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

<b>Course:</b> Business Studies			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>Business activity is a feature of everyone’s life. Business Studies offers focus perspectives ranging from the planning of a small to medium business to the management of operations, finance, marketing and human resources.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and practical framework for students to investigate course concepts.</p> <p>The knowledge and skills developed throughout the course have practical application in a wide range of careers.</p>			
<b>Main topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Nature of Business</li> <li>• Business Management</li> <li>• Business Planning</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• Operations</li> <li>• Marketing</li> <li>• Finance</li> <li>• Human Resources</li> </ul>			
<b>Particular Course Requirements:</b>			
In the Preliminary course students undertake a research project, investigating the operation of a small business and presenting this as a business plan.			
<b>Assessment : HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of business information, ideas and issues in appropriate forms	20
	100		100

**Course:** Chemistry

**Fee:** Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12  
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 course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using different scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualize the dynamic, miniscule world of atoms in order to gain a better understanding of how chemicals interact.

**Main Topics Covered:**

**Year 11 Course Modules:**

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

**Year 12 Course Modules:**

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

**Particular Course Requirements:**

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.

External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

<b>Course:</b> Community and Family Studies			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> Community and Family Studies at Stage 6 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.			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<b>Resource Management</b>			
<ul style="list-style-type: none"> <li>Basic concepts of the resource management process. (Indicative course time: 20%)</li> </ul>			
<b>Individuals and Groups</b>			
<ul style="list-style-type: none"> <li>The individual's roles, relationships and tasks with groups. (Indicative course time: 40%)</li> </ul>			
<b>Families and Communities</b>			
<ul style="list-style-type: none"> <li>Family structures and functions and the interaction between family and community. (Indicative course time: 40%)</li> </ul>			
<b>HSC Course</b>			
<b>Research Methodology</b>			
Ethical research procedures culminating in the production of an Independent Research Project. (Indicative course time: 25%)			
<b>Groups in Context</b>			
<ul style="list-style-type: none"> <li>The needs of specific community groups. (Indicative course time: 25%)</li> </ul>			
<b>Parenting and Caring</b>			
<ul style="list-style-type: none"> <li>Individuals and groups who adopt roles in parenting and caring in contemporary society (Indicative course time: 25%)</li> </ul>			
<b>HSC Option Modules</b> (Select <i>one</i> of the following, Indicative course time: 25%):			
<b>Family and Societal Interactions</b>			
<ul style="list-style-type: none"> <li>How government and community structures support and protect family members throughout the lifespan.</li> </ul>			
<b>Social Impact of Technology</b>			
<ul style="list-style-type: none"> <li>The impact of evolving technologies on individuals, families, work and communities.</li> </ul>			
<b>Individuals and Work</b>			
<ul style="list-style-type: none"> <li>Contemporary issues confronting families as they manage their roles within both their family and work environments.</li> </ul>			
<b>Particular Course Requirements:</b>			
As part of the HSC, students are required to complete an Independent Research Project. 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			
<b>Assessment: HSC course only</b>			
<b>External Examination</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A 3 hour written examination:	100	Knowledge and understanding of course content	40
		Skills in critical thinking, research methodology, analysing and communicating	60
	100		100

<b>Course:</b> Dance		<b>Fee:</b> Year 11 - \$10 & Year 12 - \$10	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p>The study of Dance in Years 9 &amp; 10 is NOT a prerequisite for this course.  This course is for students with an enthusiasm for movement who may have little or no formal dance training or experience in a particular dance style/s. All can succeed in this course.  Performance is only one aspect of the course, students will also learn about composition and appreciation and these are integrated in the study of Dance as an artform.</p> <p><b>Preliminary Course</b>  Students undertake the study of Dance as an artform and the areas of study include Performance, Composition, Appreciation and Technology. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental to this course, and informs all three components. Components to be completed</p> <ul style="list-style-type: none"> <li>– Performance 40%</li> <li>– Composition 30%</li> <li>– Appreciation 30%</li> </ul> <p><b>HSC Course</b>  Students continue common study in the three core 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 or Composition or Appreciation or Dance and Technology based on the individuals skill.</p> <ul style="list-style-type: none"> <li>– <b>Core 60%</b> (Performance 20%, Composition 20%, Appreciation 20%)</li> <li>– <b>Major Study 40%</b> Performance or Composition or Appreciation or Dance and Technology.</li> </ul>			
<b>Particular Course Requirements:</b>			
The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Written Paper - Core Appreciation</b> 2 extended response questions each worth 10 marks	20	Performance	20
<b>Practical Exam</b>	20	Composition	20
<ul style="list-style-type: none"> <li>• <b>Core Performance</b> Solo dance and interview</li> <li>• <b>Core Composition</b> Solo 'Dance' choreographed by candidate and performed by another student, rationale and elaboration</li> </ul>	20	Appreciation	20
<b>Major Study</b> <b>(Written Paper/Practical Examination/Individual Project)</b> The students choose to engage in <b>one</b> of the following options:	40	Major Study	40
<ul style="list-style-type: none"> <li>• <b>Major Study – Appreciation (Written Paper)</b> 3 extended response questions</li> <li>• <b>Major Study – Performance (Practical)</b> One solo dance and interview</li> <li>• <b>Major Study – Composition (Practical)</b> Dance choreographed by candidate for 2-3 dancers, rationale and elaboration</li> <li>• <b>Major Study – Dance and Technology</b>  <u>Option 1 : Choreographing the Virtual Body</u>  Choreograph a 'work' for 2-3 virtual dancers using sing computer-based animation software, rationale and elaboration  <u>Option 2 : Film and Video</u>  Choreograph a 'work' for 2-3 dancers which is filmed and edited, rationale and elaboration</li> </ul>			
	100		100



<b>Course:</b> Design & Technology		<b>Fee:</b> Year 11 - \$50 & Year 12 - \$50	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>This course combines the skills of designing, creativity, research, management and production. Design and Technology is a practical course, though it is weighted toward the design process.</p> <p>Design and Technology is for people who may be interested in areas such as; architecture, landscape design, graphics in magazines and posters, interior design, video production, furniture design, industrial design, electronics, fashion design, webpage and games design and event management. These are just some of the areas you may choose to work in, with design professions across many industries.</p> <p>There are no pre-requisites to this subject though experience and /or skill in drawing, computers, sketching or practical subjects will be beneficial.</p> <p>In Year 12 students have to make a Major Project worth 60% of the HSC mark. Examples of previous projects include: an ecofriendly house design, a new range of fast food, a classical tutu, a restaurant layout, a computer desk, welded metal furniture, a fitness program for Police, a gym set and a surfboard. Generally, the choice is yours. Teachers at Port Hacking have skills in wood, metal, electronics, drawing and multimedia. If knowledge and skills are needed in other areas, students are encouraged to seek outside advice.</p> <p>The remaining 40% of the HSC is a theory exam which revolves around design and its influences, cultural, technological, legal and entrepreneurial considerations.</p> <p>If you are interested in any design area in the future, D&amp;T may be for you or if not, it still provides a great background for many other areas.</p>			
<b>Course Outline:</b>			
<p>This course incorporates a variety of technologies including but not limited to Metal, Timber, Graphics and Information Technology. Some of the other skills and content covered in the course includes: computer applications, CAD, technical drawing, research, documentation, design and industry studies.</p>			
<b>Preliminary Course</b>			
<p>In Year 11 background skills and knowledge are covered in most areas. In the first term the basics of drawing, sketching, computer research and portfolio writing are covered in a virtual project. In Term 2 the content is broadened to include a wider choice of content including, graphic and video skills to model making and page layout. Term 3 is focussed on developing a practical project from one of the following areas: timber, metal, model making, architectural graphics, interactive graphics and video. These skills and techniques will be helpful in the production of their Major Project in Year 12.</p>			
<b>HSC Course</b>			
<p>The HSC course comprises the design and construction of a product, system or an environment, entirely of the student's choice. They also cover innovation studies, emerging technologies and other theory topics. We advise that students choose projects based on their interests so that they are self-starting and self-motivated to achieve.</p>			
<b>A significant advantage of this subject is that students have completed 60% of the subject PRIOR to their HSC exam.</b>			
<b>Assessment HSC course only</b>			
<b>External Examination</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<i>Written Examination</i> A one and a half hour written examination that covers questions based on innovation and emerging technologies, designing and producing. These will provide opportunities for students to make reference to the major design project and case study. <i>Section I</i> – 10 multiple choice questions <i>Section II</i> – short answer questions <i>Section III</i> – extended response	40	Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer  Designing and Producing (which may include aspects of the Major Design Project)	40  60
<i>Major Design Project and Folio</i>	60		100
	100		

<b>Course:</b> Drama		<b>Fee:</b> Year 11 - \$10 & Year 12 - \$10	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<p><b>Course Description:</b> Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</p> <p><b>Preliminary course</b> content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in these areas.</p> <p><b>HSC Course content</b> Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The Group Performance of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For <b>the Individual Project</b> students demonstrate their expertise in a particular area. They choose one project from Critical Analysis <b>or</b> Design <b>or</b> Performance <b>or</b> Script-writing <b>or</b> Video Drama.</p>			
<p><b>Main Topics Covered:</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>• Improvisation, Playbuilding, Acting</li> <li>• Elements of Production in Performance</li> <li>• Theatrical Traditions and Performance Styles</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>• Australian Drama and Theatre (Core content)</li> <li>• Studies in Drama and Theatre – Black Comedy</li> <li>• Group Performance (Core content)</li> <li>• Individual Project – variety of options for students to choose from</li> </ul>			
<p><b>Particular Course Requirements:</b> The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group Performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.</p>			
<b>Assessment HSC course only:</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<p><b>Written Paper</b> A one and a half hour written exam of two sections:</p> <ul style="list-style-type: none"> <li>• <u>Section 1</u> – Core: Australian Drama and Theatre</li> <li>• <u>Section 2</u> – Studies in Drama and Theatre</li> </ul> <p><b>Group Performance</b> Group performance of an original piece devised collaboratively based on a theme or concept issue, idea or image chosen from Group Performance list on NESA website.</p> <p><b>Individual Project</b> Candidates will undertake a project drawn from one of the following areas:</p> <ul style="list-style-type: none"> <li>- Critical Analysis            - Scriptwriting</li> <li>- Design                         - Video Drama</li> <li>- Performance</li> </ul>	<p>40</p> <p>30</p> <p>30</p>	<p>Making</p> <p>Performing</p> <p>Critically Studying</p>	<p>40</p> <p>30</p> <p>30</p>
	100		100

<b>Course:</b> Economics			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>Economics develops students' knowledge, skills, attitude and values for effective economic thinking in a rapidly changing economic environment. It investigates issues such as why unemployment or interest rates change, what economic policies the government is adopting and how these changes will impact on individuals and society.</p> <p>The Preliminary Course examines the different components that constitute any economy. The HSC course focuses on Australian and global economic issues and policies and procedures used to effectively manage the Australian economy.</p> <p>Discussion of economic issues dominates the media and politics. By understanding Economics, students can make informed judgements about issues and policies in order to participate responsibly in decision making.</p> <p>The study of Economics is beneficial in a range of professional careers including business, accounting and finance, media, law, marketing, tourism, environmental studies, property development and government.</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Introduction to Economics</li> <li>• Consumers and Business</li> <li>• Markets</li> <li>• Labour Markets</li> <li>• Financial Markets</li> <li>• Government and the Economy</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• The Global Economy</li> <li>• Australia's Place in the Global Economy</li> <li>• Economic Issues</li> <li>• Economic Policies and Management</li> </ul>			
<b>Assessment : HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	40
		Stimulus-based skills	20
		Inquiry and research	20
		Communication of economic information, ideas and issues in appropriate forms	20
	100		100

<b>Course:</b> Engineering Studies			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
Engineering Studies is an important and most beneficial introduction for university or TAFE courses in Engineering, Architecture, Building, Design, Surveying and Applied Sciences.			
Engineering Studies offers students knowledge, understanding and skills in aspects of engineering that include communication (including drawing), forming and manufacturing processes, engineering mechanics/hydraulics, engineering materials/design/innovation, historical/societal influences, engineering electricity/electronics, and the scope of the profession by investigating a range of applications and fields of engineering from the modules set out below in the course outline.			
<b>Course Outline</b>			
<b>Preliminary Course</b>			
<b>Module 1 - Engineering Fundamentals</b>			
This module develops an understanding of the basic principles associated with engineering. Students learn about : mass and force; scalar and vector quantities; simple machines; classification, properties and structure of materials; metals, polymers, ceramics, composites; forming processes; drawing techniques.			
<b>Module 2 – Engineered Products</b>			
Students study one or more products as an introduction to engineering applications. Products include: kettles, washing machines, toasters, portable power tools, irons, vacuum cleaners, wheelbarrows, sprinklers, garden implements, garden mulchers, lawnmowers and motor vehicles.			
<b>Module 3 - Braking Systems</b>			
Braking systems uses braking components and systems to describe engineering principles in mechanics and materials. The historical changes in materials and design of band, drum and disc brakes are investigated, as well as anti-lock braking systems (ABS), regenerative braking systems, automotive handbrake and hydraulic principles.			
<b>Module 4 - Biomedical Engineering</b>			
Students learn about surgical equipment and body replacement parts including- artificial joints, artificial limbs, the bionic ear and artificial hearts. Careers and current issues in this field are explored. Engineers as managers and ethical issues confronted by the bio engineer are also considered.			
<b>HSC Course</b>			
<b>Module 1- Civil Structures</b>			
Examples of civil structures include: bridges, roads, dams and buildings. The historical influences of engineering, the impact of engineering innovation, and environmental implications are discussed. Mechanical analysis of bridges is used to introduce concepts of truss analysis and stress/strain. Material properties and application are explained with reference to a variety of civil structures.			
<b>Module 2 – Personal and Public Transport</b>			
Examples include: bicycles, motor cars, motor cycles, buses, trucks, trains and trams. Students study the historical development of designs and materials; the impact on society; the mechanical analysis of mechanisms; friction, energy, work and power; methods of testing and modifying materials; manufacturing processes; electricity and power distribution; electric motors.			
<b>Module 3 – Aeronautical Engineering</b>			
Students study the design, construction and maintenance of aircraft including – commercial, military and space aircraft, helicopters; historical and societal influences; flight/aerodynamic principles and fluid mechanics; metals, polymers and composite materials; corrosion; propulsion systems.			
<b>Module 4 – Telecommunication</b>			
Students study historical and societal influences; telephone systems (fixed and mobile), radio systems, television systems; satellite communication systems; GPS; transmission media; materials – copper and alloys, polymers, semiconductors and fibre optics; analogue and digital systems.			
<b>Assessment: HSC course only</b>			
<b>External Examination</b>	<b>Mark</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	60%
<i>Section II</i> Short-answer questions	80	Knowledge and skills in research, problem solving and communication related to engineering practice	30
	<b>100</b>		<b>100</b>

<b>Course:</b> English Standard			
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> English Advanced; English EAL/D; Extension English, English Studies	
<b>Course Description:</b>			
<ul style="list-style-type: none"> <li>In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</li> <li>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</li> <li>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</li> </ul>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course</b>			
The course has two sections:			
<ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning.</li> </ul>			
<b>HSC Course</b>			
The course has four modules:			
<ul style="list-style-type: none"> <li>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>			
<b>Particular Course Requirements:</b>			
<b>Across the English Standard Stage 6 Course students are required to study:</b>			
<ul style="list-style-type: none"> <li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>texts with a wide range of cultural, social and gender perspectives.</li> </ul>			
<b>Year 11 Students are required to study:</b>			
<ul style="list-style-type: none"> <li>one complex multimodal or digital text in Module A (this may include the study of film)</li> <li>one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>a wide range of additional related texts and textual forms.</li> </ul>			
<b>HSC Students are required to study:</b>			
<ul style="list-style-type: none"> <li>at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>at least one related text in the <i>Common module: Texts and Human Experiences</i>.</li> </ul>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Paper 1	40	Knowledge and understanding of course content	50
Paper 2	60	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
			<b>100</b>

<b>Course:</b> English Advanced			
2 units for each of Year 11 and HSC Board Developed Course		<b>Exclusions:</b> English Standard, English Studies; English EAL/D	
<b>Course Description:</b>			
<p>In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.</p> <p>In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction; poetry or drama; film or media or nonfiction.</p> <p>In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11</b> The course has two sections:			
<ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</li> </ul>			
<b>HSC</b> The course has four modules:			
<ul style="list-style-type: none"> <li>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.</li> </ul>			
<b>Particular Course Requirements:</b>			
Across the English Advanced Stage 6 course students are required to study:			
<ul style="list-style-type: none"> <li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>texts with a wide range of cultural, social and gender perspectives.</li> </ul>			
Year 11 students are required to study:			
<ul style="list-style-type: none"> <li>a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>a wide range of additional related texts and textual forms.</li> </ul>			
HSC students are required to study:			
<ul style="list-style-type: none"> <li>at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry <b>or</b> drama. The remaining text may be film <b>or</b> media <b>or</b> a nonfiction text <b>or</b> may be selected from one of the categories already used</li> <li>at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>at least one related text in the <i>Common module: Texts and Human Experiences</i>.</li> </ul>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Paper 1	40	Knowledge and understanding of course content	50
Paper 2	60	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100		<b>100</b>

<b>Course:</b> English EAL/D (English as an Additional Language or Dialect)			
2 units for Year 11 and HSC. Board Developed Course. <b>Exclusions:</b> English Advanced; English Standard; English Studies; English Extension <b>Eligibility rules apply.</b> The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The eligibility rules for this course are available on the <a href="#">ACE website</a> .			
<b>Course Description:</b> <b>In the English EAL/D Year 11 course,</b> students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts. <b>In the English EAL/D Year 12 course,</b> students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, poetry or drama; film or media or nonfiction. Through this close study of texts, students develop and apply skills in synthesis. In this course, students will develop and consolidate their use, understanding and appreciation of Standard Australian English to enhance their personal, social, educational, and vocational lives.			
<b>Main Topics Covered:</b> <b>Year 11</b> Students study 3–4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules are <i>Language and Texts in Context</i> , <i>Close Study of Text</i> and <i>Texts and Society</i> . Students may also study an optional teacher-developed module to cater to the particular needs, interests and abilities of students. <b>HSC</b> Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. The fourth module, <i>Focus on Writing</i> , is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.			
<b>Particular Course Requirements:</b> Across the English EAL/D Stage 6 Course students are required to study: <ul style="list-style-type: none"> <li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>texts with a wide range of cultural, social and gender perspectives.</li> </ul> <b>Year 11:</b> Students are required to: <ul style="list-style-type: none"> <li>study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>engage in regular wide reading connected to, and described in, each of the modules</li> <li>engage in speaking and listening components in each module.</li> </ul> <b>HSC:</b> Students are required to: <ul style="list-style-type: none"> <li>study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry <b>or</b> drama; film <b>or</b> media <b>or</b> nonfiction texts</li> <li>study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>study at least one related text in <i>Module A: Texts and Human Experiences</i></li> <li>engage in speaking and listening components in each module.</li> </ul>			
<b>Assessment: HSC Course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Paper 1 Module A	45	Knowledge and understanding of course content	50
Focus on Writing Paper 2 Module B & C	40	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
Listening Paper	15		
	100		<b>100</b>

<p><b>Courses:</b> Year 11 English Extension HSC English Extension 1 HSC English Extension 2</p>
<p><b>Prerequisites:</b> (a) English Advanced (b) English Extension in Year 11 is a prerequisite for English Extension 1 in Year 12 (c) English Extension 1 in Year 12 is a prerequisite for English Extension 2 <b>Exclusions:</b> English Standard; English Studies; English EAL/D.</p>
<p><b>Course Description:</b> <b>In the English Extension Year 11 course,</b> students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. <b>In the English Extension 1 Year 12 course,</b> students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. <b>In the English Extension 2 Year 12 course,</b> students develop a sustained composition, and document their reflection on this process. In studying these courses, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation.</p>
<p><b>Main Topics Covered:</b> <b>Year 11</b> The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project. <b>HSC</b> <b>English Extension 1 course</b> – The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study. The electives are:  <ul style="list-style-type: none"> <li>• Literary homelands</li> <li>• Worlds of upheaval</li> <li>• Reimagined worlds</li> <li>• Literary mindscapes</li> <li>• Intersecting worlds</li> </ul> <b>English Extension 2 course</b> – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.</p>
<p><b>Particular Course Requirements:</b> Across Stage 6 the selection of texts will give students experience of the following as appropriate:  <ul style="list-style-type: none"> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</li> </ul> <b>Year 11</b> : Students are required to:  <ul style="list-style-type: none"> <li>• examine a key text from the past and its manifestations in one or more recent cultures</li> <li>• explore, analyse and critically evaluate different examples of such texts in a range of contexts and media</li> <li>• undertake a related research project.</li> </ul> <b>HSC English Extension 1 course</b> students are required to study:  <ul style="list-style-type: none"> <li>• at least <b>three</b> prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document)</li> <li>• at least TWO related texts.</li> </ul> <b>HSC English Extension 2 course</b> students are required to:            Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Students can choose to compose in ONE of the following forms:  <ul style="list-style-type: none"> <li>• short fiction</li> <li>• creative non-fiction</li> <li>• poetry</li> <li>• critical response</li> <li>• script – short film, television, drama</li> <li>• podcasts – drama, storytelling, speeches, performance poetry multimedia.</li> </ul> </p>



<b>Assessment: HSC Extension Course 1</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Two sustained response questions on the chosen elective. 25 marks each	50	Knowledge and understanding of complex texts and of how and why they are valued	25
		Skills in complex analysis, sustained composition and independent investigation	25
			50
<b>Assessment: HSC Extension Course 2</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	
<b>Submission of Major work</b> Including a 1000 – 1500 word (maximum) reflection statement	50	<b>Component</b>	<b>Weighting %</b>
		Skills in extensive independent research	50
		Skills in sustained composition	50
			<b>Total</b>
		Students will be assessed by:	
		• a Viva Voce	15
		• a Literature Review	20
		• a Critique of the Creative Process	15
	50		50

<b>Course:</b> English Studies	
<b>Year 11 Course (120 hours)</b>	<b>Indicative Hours</b>
<ul style="list-style-type: none"> <li>Mandatory module – achieving through English: English in education, work and community</li> <li>An additional 2 – 4 modules to be studied</li> </ul>	<p>30 - 40 hours</p> <p>20 - 30 hours</p>
<p><b>Text Requirements:</b></p> <p>In <b>Year 11</b> students are required to:</p> <ul style="list-style-type: none"> <li>read, view, listen to and compose a <b>wide range of texts</b> including print and multimodal texts</li> <li>study at least one substantial print text (for example a novel, biography or drama)</li> <li>study at least one substantial multimodal text (for example film or a television series).</li> </ul> <p><b>Across Stage 6</b> the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>	
<p><b>Additional Requirements:</b></p> <p>In <b>Year 11</b> students are <b>required</b> to:</p> <ul style="list-style-type: none"> <li>be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	
<b>Year 12 Course (120 hours)</b>	<b>Indicative Hours</b>
<ul style="list-style-type: none"> <li>Mandatory common module – Texts and Human Experiences</li> <li>An additional 2 – 4 modules to be studied</li> </ul>	<p>30 hours</p> <p>20 - 45 hours</p>
<p><b>Text Requirements:</b></p> <p>In <b>both Year 11 and Year 12</b> students are required to:</p> <ul style="list-style-type: none"> <li>read, view, listen to and compose a <b>wide range of texts</b> including print and multimodal texts</li> <li>study at least one substantial print text (for example a novel, biography or drama)</li> <li>study at least one substantial multimodal text (for example film or a television series).</li> </ul> <p>In Year 12 students will <b>also</b> be required to:</p> <p>study ONE text from the prescribed text list and one related text for the Common Module – texts and Human Experiences.</p> <p><b>Across Stage 6</b> the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples</li> <li>texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> </ul>	

**Additional Requirements:**

In **Year 12** students are **required** to:

- be involved in planning, research and presentation activities as part of one individual and/or collaborative project
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
- engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

**\*\*English Studies** is a Category B course. From the 2019 HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses. Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA. To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

<b>Course:</b> Food Technology		<b>Fee:</b> Year 11 - \$80 & Year 12 - \$70	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection, Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Food Availability and Selection (30%)</li> <li>• Food Quality (40%)</li> <li>• Nutrition (30%)</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• The Australian Food Industry (25%)</li> <li>• Food Manufacture (25%)</li> <li>• Food Product Development (25%)</li> <li>• Contemporary Nutrition Issues (25%)</li> </ul>			
<b>Particular Course Requirements:</b>			
<ul style="list-style-type: none"> <li>• There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</li> <li>• In order to meet the course requirements students must <b>learn about</b> food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.</li> </ul> <p>It is a mandatory requirement that students undertake practical activities to support each unit of work studied.</p>			
<b>Assessment: HSC course only:</b>			
<b>External Examination</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	40
		Knowledge and skills in designing, researching, analysing and evaluating	30
		Skills in experimenting with and preparing food by applying theoretical concepts	30
	100		100

<b>Course:</b> French Beginners		<b>Fee:</b> Year 11 - \$35 & Year 12 - \$0	
2 units for each of Preliminary and HSC Board Developed Course <b>Exclusions:</b> Students who studied French in Years 9 and 10.			
<b>Course Description:</b>			
<p>The French Beginners course is intended to give students an opportunity to commence a sustained study of French in the senior school and is designed for students who have little or no prior knowledge of the language.</p> <p>French is one of the major languages of the world and has been, by tradition, the language of diplomacy. For more than 200 years, Australia has strong connections with France. In the 21st century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.</p> <p>The Preliminary and HSC courses will enable students to:</p> <ul style="list-style-type: none"> <li>▪ develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in French in interpersonal situations</li> <li>▪ interpret and respond to texts, applying their knowledge and understanding of language and culture</li> <li>▪ create and present texts in French for specific audiences, purposes and contexts, incorporating their linguistic and cultural knowledge, understanding and skills.</li> </ul> <p>Students will use the skills of listening, speaking, reading and writing, either individually or in combination.</p>			
<b>Main Topics Covered:</b>			
<p>The topics will be studied through the two independent perspectives of the student's personal world and the French-speaking communities</p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and past times</li> <li>• Holidays, tourism and travel</li> <li>• Future plans and aspirations</li> </ul> <p>The topics provide contexts in which students develop their communication skills in French and their knowledge of language and culture.</p>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
An oral examination: Speaking	20	Speaking Listening Reading	20 30 30
A written examination: Listening Reading Writing in French	30 30 20	Writing	20
	100		100

<b>Course:</b> French Continuers		<b>Fee:</b> Year 11 - \$35 & Year 12 - \$0	
2 units for each of Preliminary and HSC HSC Board Developed Course <b>Prerequisites:</b> Have studied French in Years 9 and 10.			
<b>Course Description:</b>  The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It will better equip students as travellers and provide access to a significant part of the culture, traditions and attitudes of French-speaking countries and communities.  <b>The Preliminary Course</b> The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, French will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of French-speaking communities through the study of a range of texts.  <b>The HSC Course</b> The HSC course focuses on the three prescribed themes and associated topics (see below). Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.			
<b>Themes</b> There are three prescribed themes:		<b>Topics:</b> The topics below will be studied through these three themes.	
<ul style="list-style-type: none"> <li>• the individual</li> <li>• the French speaking communities</li> <li>• the changing world</li> </ul>		<ol style="list-style-type: none"> <li>1. Personal identity</li> <li>2. Relationships</li> <li>3. Leisure and interests</li> <li>4. Daily life/lifestyles</li> <li>5. Travel and tourism</li> <li>6. School life and aspirations</li> <li>7. Arts and entertainment</li> <li>8. The world of work</li> <li>9. Current issues</li> <li>10. The young person's world</li> </ol>	
Students' language skills are developed through tasks such as:			
<ul style="list-style-type: none"> <li>• Conversation (speaking)</li> <li>• Responding to an aural stimulus (listening)</li> <li>• Responding to written material (reading)</li> <li>• Writing (eg letter writing)</li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
An Oral examination: Conversation	20	Speaking Listening and Responding Reading and Responding	20 30 30
A written examination: Listening and responding Reading and responding Writing in French	25 40 15	Writing in French	20
	100		100

<b>Course:</b> Geography			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities.</p> <p>Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society.</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Biophysical Interactions</li> <li>• Global Challenges</li> <li>• Senior Geography Project</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• Ecosystems at Risk</li> <li>• Urban Places</li> <li>• People and Economic Activity</li> </ul>			
<b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, spatial justice, management and cultural integration.			
<b>Particular Course Requirements:</b>			
Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. There will be additional costs associated with fieldwork depending on location.			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	40
		Geographical tools and skills	20
		Geographical inquiry and research, including fieldwork	20
		Communication of geographical information, ideas and issues in appropriate forms	20
	100		100

<b>Course:</b> Industrial Technology – Timber Products & Furniture		<b>Fee:</b> Year 11 - \$50 & Year 12 - \$50	
2 units for each of Preliminary and HSC Board Developed Course			
<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses.			
<b>Course Description:</b> Industrial Technology Stage 6 consists of project work and an Industry Study that develop a broad range of skills and knowledge related to the Timber and Furniture industry focus area and an introduction to industrial processes and practices.			
<b>Course Outline:</b> The majority of the course is project based in the practical room, however other skills and content covered in the course includes: computer software, technical and CAD drawing, CNC machinery, research, design and industry studies.			
<b>Preliminary Course</b> Students follow a set of plans to create a Hallway Table, implementing a variety of joining methods, including: mortice and tenon, housing, stopped housing, rebate, board widening, dovetail, inlay work, edge treatment and laser cutting. There is also scope for individual student design throughout the production process. Students are also given the task of designing and constructing a Jewellery Box, apply design principles and research to develop and produce their project. Students will be taken through the process of creating a folio demonstrating appropriate documentation techniques in research, sketching, designing, planning and time management, demonstrate problem solving and WHS through diarising their production. Students will also be given theoretical content relating to Industrial Related Manufacturing Technologies and Industry Study theoretical content relating to industry through the study of a number of businesses. Focusing on the organisation and management, sociological and physical environment, Personnel, WHS and a study on the impact of new and emerging technologies on the timber and furniture industry.			
<b>The HSC Course</b> In Year 12, students are to design and construct a major project with an accompanying folio which documents their designs, planning, research, materials selection, construction techniques, problem solving, time management and evaluation. Examples of previous years projects include: coffee table, TV cabinet, hall stand, liquor cabinet, jewellery box, outdoor furniture, entertainment unit.  The folio and major work are marked prior to the HSC and combined are worth 60% of the total mark. The remaining 40% is allocated to a theory exam sat during the normal HSC period. <b>60%</b> Major Project – including design folio. <b>40%</b> HSC Theory Exam.			
<b>A significant advantage of this subject is that students have completed 60% of the subject PRIOR to their HSC exam.</b>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Written examination</b>			
<i>Section I – Industry Related Manufacturing Technology</i> Multiple choice questions specific to each industry focus area.	10	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40
<i>Section II – Industry Related Manufacturing Technology</i> Short answer questions specific to each industry focus area.	15	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.	60
<i>Section III – Industry Study</i> Candidates answer one structured extended response question.	15		
<b>Major Project</b>	60		
	100		100



Course: Information Processes and Technology		Fee: Year 11 - \$30 & Year 12 - \$30	
2 units for each of Preliminary and HSC Board Developed Course			
<p><b>Course Description:</b> IPT is the study of digital technology, communication, multimedia and other computer based information systems. The impact of information technology and networks on our lives, culture, and society continues to increase. The very fact that you can have conversations with people from anywhere in the world requires a technological infrastructure that was designed, engineered, and built over the past sixty years. To function in an information-centric world, we need to understand the workings of information technology and the processes associated with it.</p> <p>Discover, through project work and practical tasks, how these technologies are used and developed in today's society. Because IPT provides problem analysis and solving skills, it is a good subject for general education as well as preparation for tertiary study.</p> <p>After this course you will not take the Internet and digital technology for granted. You will be better informed about important technological issues currently facing society. You will realize that information technology and the Internet are spaces for innovation and you will get a better understanding of how you might fit into that innovation. At a minimum, you will be a much wiser digital citizen.</p>			
<p><b>Main topics covered</b></p> <p><b>Preliminary Course:</b> The course investigates Information Systems in context, data and information, and the social and ethical Issues involved in its use. Students will gain a good working knowledge of how data is collected, analysed, stored and then displayed using a range of devices. Project work provides an understanding of the traditional stages in creating a system and the roles of people involved in the development cycle.</p> <p><b>HSC Course</b> This section of the course examines the techniques for managing a project, planning and designing solutions, and its testing, evaluation and maintenance. A variety of Information systems are investigated such as Communication and Databases. Two of the following options strands will be selected for in-depth study:</p> <ul style="list-style-type: none"> <li>● Transaction Processing Systems</li> <li>● Automated Manufacturing Systems</li> <li>● Decision Support Systems</li> <li>● Multimedia Systems</li> </ul>			
<p><b>Particular Course Requirements:</b> There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.</p>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	<ul style="list-style-type: none"> <li>● Project(s)</li> <li>● Information Systems and databases</li> <li>● Communication Systems</li> <li>● Option Strand (two of the following) <ul style="list-style-type: none"> <li>- Transaction processing</li> <li>- Decision support systems</li> <li>- Automated manufacturing Systems</li> <li>- Multimedia systems</li> </ul> </li> </ul>	20 20 20 40
	100		100

**Course:** Investigating Science

**Fee:** Year 11 - \$7 & Year 12 - \$7

2 units for each of Year 11 and Year 12  
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 ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active enquiry 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 Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. 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.

**Main Topics Covered:**

**Year 11 Course Modules:**

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

**Year 12 Course Modules:**

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

**Particular Course Requirements:**

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.

Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.










External Exam	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

<b>Course:</b> Japanese Beginners		Fee: Year 11 - \$30 & Year 12 - \$0	
2 units for each of Preliminary and HSC Board Developed Course			
<b>Exclusions:</b> Students who studied Japanese in Years 9 and 10.			
<b>Course Description:</b>			
<p>The Japanese Beginners course is intended to give students an opportunity to commence a sustained study of Japanese in the senior school and is designed for students who have little or no prior knowledge of the language.</p> <p>The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and ways of thinking of the Japanese people.</p> <p>Japanese is one of the major languages of the world and has been, by tradition, the language of diplomacy. For more than 200 years, Australia has had strong connections with Japan. In the 21st century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.</p> <p>The Preliminary and HSC courses will enable students to:</p> <ul style="list-style-type: none"> <li>▪ develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Japanese in interpersonal situations.</li> <li>▪ interpret and respond to texts, applying their knowledge and understanding of language and culture</li> <li>▪ create and present texts in Japanese for specific audiences, purposes and contexts, incorporating their linguistic and cultural knowledge, understanding and skills.</li> </ul> <p>Students will use the skills of listening, speaking, reading and writing, either individually or in combination.</p>			
<b>Main Topics Covered:</b>			
<p>The topics will be studied from two interdependent perspectives of the student's personal world and the Japanese-speaking communities.</p> <ul style="list-style-type: none"> <li>• Family life, home and neighbourhood</li> <li>• People, places and communities</li> <li>• Education and work</li> <li>• Friends, recreation and pastimes</li> <li>• Holidays, tourism and travel</li> <li>• Future plans and aspirations</li> </ul> <p>The topics provide contexts in which students develop their communication skills in Japanese and their knowledge of language and culture.</p>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
An oral examination: Speaking	20	Listening Speaking Reading	30 20 30
A written examination: Listening Reading Writing in Japanese	30 30 20	Writing	20
	100		100

<b>Course:</b> Japanese Continuers		Fee: Year 11 - \$55 & Year 12 - \$0	
2 units for each of Preliminary and HSC HSC Board Developed Course <b>Prerequisites:</b> Have studied Japanese in Years 9 and 10.			
<b>Course Description:</b>			
<p>The study of Japanese is of particular importance to Australians, both culturally and economically. Japan is Australia's leading trading partner and there are significant cultural ties between Australia and Japan. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.</p> <p>The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Students can gain access to both the language and the rich cultural traditions of Japan, as well as an understanding of different attitudes and values within the wider Australian community and beyond.</p>			
<b>The Preliminary Course</b>			
The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Japanese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Japanese-speaking communities through the study of a range of texts.			
<b>The HSC Course</b>			
The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Japanese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Japanese-speaking communities will develop further.			
<b>Themes:</b>		<b>Topics:</b>	
<ul style="list-style-type: none"> <li>• the individual</li> <li>• the Japanese-speaking communities</li> <li>• the changing world</li> </ul>		<ol style="list-style-type: none"> <li>1. Personal world</li> <li>2. Daily life</li> <li>3. Leisure</li> <li>4. Future plans</li> <li>5. Travelling in Japan</li> <li>6. Living in Japan</li> <li>7. Cultural life</li> <li>8. The world of work</li> <li>9. Current issues</li> </ol>	
Students' language skills are developed through tasks such as:			
<ul style="list-style-type: none"> <li>• Conversation (speaking)</li> <li>• Responding to an aural stimulus (listening)</li> <li>• Responding to written material (comprehension)</li> <li>• Writing (eg letter writing)</li> </ul>			
<b>Particular Course Requirements:</b> Nil			
<b>Assessment:</b> HSC course only			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Oral examination: Conversation	20	Speaking Listening and Responding Reading and Responding	20 30 30
Written examination: Listening and responding Reading and responding Writing in Japanese	25 40 15	Writing in Japanese	20
	100		100

<b>Course:</b> Legal Studies			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>The Legal Studies course investigates 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. Course work is supplemented by visits to courts and investigating contemporary issues.</p> <p>The Legal Studies course offers excellent preparation for life through the study of the legal system, its principles, structures, institutions and processes.</p> <p>In addition to the skills of critical analysis and effective communication students are prepared for full and active participation as citizens in Australia.</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• The Legal System</li> <li>• The Individual and the Law</li> <li>• The Law in Practice</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• Crime</li> <li>• Human Rights</li> <li>• Two Options</li> </ul>			
Optional studies are to be chosen from the following topics:			
<ul style="list-style-type: none"> <li>– Consumers</li> <li>– Global Environmental Protection</li> <li>– Family</li> <li>– Indigenous peoples</li> <li>– Shelter</li> <li>– Workplace</li> <li>– World Order</li> </ul>			
<b>Key themes and challenges are integrated into all topics.</b>			
<b>Assessment HSC course only.</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	60
		Inquiry and research	20
		Communication of Legal Studies information, issued and ideas in appropriate forms	20
	100		100

<b>Course:</b> Mathematics Standard		
2 units Year 11 and Year 12 Board Developed Course		
<b>Prerequisites:</b> The Mathematics Standard Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>NSW Mathematics Years 7 – 10 Syllabus</i> , specifically the content and outcomes of all substrands of Stage 5.1 Mathematics course and most substrands of the Stage 5.2 course.		
<b>Year 12: Standard 1 and Standard 2</b> In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A).		
<b>Course Description:</b> Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. This course offers students the opportunity to prepare for post-school options of employment or further training.  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. The course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.		
<b>Content:</b> This course provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus.		
<b>Year 11 Standard (ALL students):</b> <ul style="list-style-type: none"> <li>• Algebra: <ul style="list-style-type: none"> <li>- Formulae and Equations</li> <li>- Linear Relationships</li> </ul> </li> <li>• Measurement: <ul style="list-style-type: none"> <li>- Applications of Measurement</li> <li>- Working with Time</li> </ul> </li> <li>• Financial Mathematics: <ul style="list-style-type: none"> <li>- Money Matters</li> </ul> </li> <li>• Statistical Analysis: <ul style="list-style-type: none"> <li>- Data Analysis</li> <li>- Relative Frequency and Probability</li> </ul> </li> </ul>	<b>Year 12 Standard 1:</b> <ul style="list-style-type: none"> <li>• Algebra: <ul style="list-style-type: none"> <li>- Types of Relationships</li> </ul> </li> <li>• Measurement: <ul style="list-style-type: none"> <li>- Right-angled Triangles</li> <li>- Rates</li> <li>- Scale Drawings</li> </ul> </li> <li>• Financial Mathematics: <ul style="list-style-type: none"> <li>- Investment</li> <li>- Depreciation and Loans</li> </ul> </li> <li>• Statistical Analysis: <ul style="list-style-type: none"> <li>- Further Statistical Analysis</li> </ul> </li> <li>• Networks: <ul style="list-style-type: none"> <li>- Networks and Paths</li> </ul> </li> </ul>	<b>Year 12 Standard 2:</b> <ul style="list-style-type: none"> <li>• Algebra: <ul style="list-style-type: none"> <li>- Types of Relationships</li> </ul> </li> <li>• Measurement: <ul style="list-style-type: none"> <li>- Non-right-angled Triangles</li> <li>- Rates and Ratios</li> </ul> </li> <li>• Financial Mathematics: <ul style="list-style-type: none"> <li>- Investment and Loans</li> <li>- Annuities</li> </ul> </li> <li>• Statistical Analysis: <ul style="list-style-type: none"> <li>- Bivariate Data Analysis</li> <li>- The Normal Distribution</li> </ul> </li> <li>• Networks: <ul style="list-style-type: none"> <li>- Network Concepts</li> <li>- Critical Path Analysis</li> </ul> </li> </ul>
<b>External HSC Examination</b>		<b>School-based Assessment</b>
<b>Year 12 Mathematics Standard 1 (Category B)</b> Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. This exam will be different to the Year 12 Mathematics Standard 2 exam. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the calculation of the ATAR. <b>Year 12 Mathematics Standard 2 (Category A)</b> All students studying the Mathematics Standard 2 course will sit for an HSC examination. The examination will consist of a written paper worth 100 marks. The time allowed is 2 hours and 30 minutes. A reference sheet will be provided. Section I (15 marks) will be objective response questions, Section II (85 marks) questions may contain parts, with 35 to 40 items and at least two items will be worth 4 or 5 marks.		<i>Year 11 Mathematics Standard</i>  Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination.  <i>Year 12 Mathematics Standard</i>  Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.

<b>Course:</b> Mathematics Advanced	
2 units Year 11 and Year 12 Board Developed Course <b>Prerequisites:</b> 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 <i>Mathematics Year 7 – 10 Syllabus</i> and in particular, the content and outcomes from the Stage 5.3 course or high results in the Stage 5.2 course. Generally, these are students who have been in the top two classes of mathematics in Year 10.	
<b>Course Description:</b> The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications.	
<b>Content:</b> 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. The paperclip  symbolises common content with the Mathematics Standard course.	
<b>Year 11</b> <ul style="list-style-type: none"> <li>• Functions <ul style="list-style-type: none"> <li>- Working with Functions </li> </ul> </li> <li>• Trigonometric Functions <ul style="list-style-type: none"> <li>- Trigonometry and Measure of Angles </li> <li>- Trigonometric Functions and Identities</li> </ul> </li> <li>• Calculus <ul style="list-style-type: none"> <li>- Introduction to Differentiation</li> </ul> </li> <li>• Exponential and Logarithmic Functions <ul style="list-style-type: none"> <li>- Logarithms and Exponentials</li> </ul> </li> <li>• Statistical Analysis <ul style="list-style-type: none"> <li>- Probability and Discrete Probability Distributions </li> </ul> </li> </ul>	<b>Year 12</b> <ul style="list-style-type: none"> <li>• Functions <ul style="list-style-type: none"> <li>- Graphing Techniques </li> </ul> </li> <li>• Trigonometric Functions <ul style="list-style-type: none"> <li>- Trigonometric Functions and Graphs</li> </ul> </li> <li>• Calculus <ul style="list-style-type: none"> <li>- Differential Calculus</li> <li>- The Second Derivative</li> <li>- Integral Calculus </li> </ul> </li> <li>• Financial Mathematics <ul style="list-style-type: none"> <li>- Modelling Financial Situations </li> </ul> </li> <li>• Statistical Analysis <ul style="list-style-type: none"> <li>- Descriptive Statistics and Bivariate Data Analysis </li> <li>- Random Variables </li> </ul> </li> </ul>
<b>HSC External Examination</b>	<b>School-based Assessment</b>
All students studying the Mathematics Advanced course will sit a HSC examination. The Mathematics Advanced examination will focus on the course objectives and the Year 12 outcomes and the Year 11 course is assumed knowledge and may be assessed. <i>The examination will consist of a written paper worth 100 marks. The time allowed is 3 hours plus 10 minutes reading time. A reference sheet will be provided. Section I (10 marks) will be objective response questions. Section II (90 marks) may contain parts, with 37 to 42 items and at least two items will be worth 4 or 5 marks.</i>	<i>Year 11 Mathematics Advanced</i> Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination. <i>Year 12 Mathematics Advanced</i> Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.

<b>Course:</b> Mathematics Extension 1	
1 unit Year 11 and Year 12 Board Developed Course Students studying one or both Extension courses must study both Mathematics Advanced Year 11 and Mathematics Extension Year 11 courses before undertaking the study of Mathematics Extension 1 Year 12, or both Mathematics Extension 1 Year 12 and Mathematics Extension 2 Year 12.	
<b>Prerequisites:</b> 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 <i>Mathematics Year 7 – 10 Syllabus</i> and in particular, high outcomes from the Stage 5.3 course.	
<b>Course Description:</b> The Mathematics Stage 6 courses, in particular Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2, form a continuum to provide opportunities at progressively higher levels for students to acquire knowledge, skills and understanding in relation to concepts within the area of mathematics that have applications in an increasing number of contexts. These concepts and applications are appropriate to the students' continued experience of mathematics as a coherent, interrelated, interesting and intrinsically valuable study that forms the basis for future learning. The introductory concepts and techniques of differential and integral calculus form a strong basis of the courses, and are developed and used across the courses, through a range of applications. Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality. Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.	
<b>Content:</b> 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.	
<b>Year 11</b> <ul style="list-style-type: none"> <li>• Functions <ul style="list-style-type: none"> <li>- Further Work with Functions</li> <li>- Polynomials</li> </ul> </li> <li>• Trigonometric Functions <ul style="list-style-type: none"> <li>- Inverse Trigonometric Functions</li> <li>- Further Trigonometric Identities</li> </ul> </li> <li>• Calculus <ul style="list-style-type: none"> <li>- Rates of Change</li> </ul> </li> <li>• Combinatorics <ul style="list-style-type: none"> <li>- Working with Combinatorics</li> </ul> </li> </ul>	<b>Year 12</b> <ul style="list-style-type: none"> <li>• Proof <ul style="list-style-type: none"> <li>- Proof by Mathematical Induction</li> </ul> </li> <li>• Vectors <ul style="list-style-type: none"> <li>- Introduction to Vectors</li> </ul> </li> <li>• Trigonometric Functions <ul style="list-style-type: none"> <li>- Trigonometric Equations</li> </ul> </li> <li>• Calculus <ul style="list-style-type: none"> <li>- Further Calculus Skills</li> <li>- Applications of Calculus</li> </ul> </li> <li>• Statistical Analysis <ul style="list-style-type: none"> <li>- The Binomial Distribution</li> </ul> </li> </ul>
<b>HSC External Examination</b>	<b>School-based Assessment</b>
All students studying the Mathematics Extension 1 course will sit a HSC examination. The Mathematics Extension 1 examination will focus on the course objectives and the Year 12 outcomes and the Year 11 course is assumed knowledge and may be assessed. <i>The examination will consist of a written paper worth 70 marks. The time allowed is 2 hours plus 10 minutes reading time. A reference sheet will be provided. Section 1 (10 marks) will be objective response questions. Section II (60 marks) may contain parts with 23 to 28 items and at least one item will be worth 4 or 5 marks.</i>	<i>Year 11 Mathematics Extension 1</i> Three Assessment tasks which includes ONE assignment or investigation style task and the yearly examination. <i>Year 12 Mathematics Extension 1</i> Four Assessment tasks which includes ONE assignment or investigation style task and the Trial HSC examination.



<b>Course:</b> Modern History			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>The study of Modern History challenges students to consider the great social, technological, economic, political and moral transformations from the late 18<sup>th</sup> century to the present.</p> <p>The Preliminary course provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts as a background for their more specialised HSC studies.</p> <p>The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century.</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• <b>Part I:</b> Investigating Modern History: the Nature of Modern History and 2 case studies</li> <li>• <b>Part II:</b> Historical Investigation</li> <li>• <b>Part III:</b> The Shaping of the Modern World</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• <b>Part I:</b> Core Study: Power and Authority in the Modern World 1919 - 1946</li> <li>• <b>Part II:</b> National Studies</li> <li>• <b>Part III:</b> Peace and Conflict</li> <li>• <b>Part IV:</b> Change in the Modern World</li> </ul>			
<b>External Assessment</b>		<b>Internal Assessment</b>	
A three hour written examination	100	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		100

<b>Course:</b> Music 1		<b>Fee:</b> Year 11 - \$25 & Year 12 - \$25	
2 units for each of Preliminary and HSC Board Developed Course			
<b>Prerequisites:</b> Music mandatory course (or equivalent)			
<b>Exclusions:</b> Music 2 (Year 11 & 12) and Music Extension (Year 12 only)			
<b>Course Description:</b> The Music 1 course caters for students with varying degrees of prior formal and informal learning in music. The curriculum structure is adaptable and accommodates the widely differing needs and abilities of students, ranging from the broadly based to the desire to specialise, by allowing flexibility in the topic choice and areas of study. The students will: <ul style="list-style-type: none"> <li>• develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts</li> <li>• develop the skills to evaluate music critically</li> <li>• develop an understanding of the impact of technology on music</li> <li>• develop personal values about music.</li> </ul>			
<b>Main Topics Covered:</b> Students study three topics in the Preliminary course and three topics in the HSC course. The HSC course topics can follow either one of the following options: <ul style="list-style-type: none"> <li>• Three topics that are different from those studied in the Preliminary course; OR</li> <li>• Two topics which are different and one topic from the Preliminary course studied in greater depth; exploring new repertoire and including a comparative study.</li> </ul> The topics for study are chosen from a list of 21 topics which cover a broad range of styles, periods and genres.			
<b>Particular course requirements:</b>			
<b>Preliminary Course</b> Students will engage in core learning experiences in Performance, Composition, Musicology and Aural within the contexts of their selected topics of study. In the Preliminary Course all four of these areas are assessed equally.			
<b>HSC Course</b> In addition to core learning experiences in Performance, Composition, Musicology and Aural, students are given the opportunity to specialise and maximise areas of strength by selecting <b>three</b> elective options from any combination of Performance, Composition or Musicology. The students will select one elective option for each of the three topics covered in the HSC course. Students are required to keep a portfolio of the development of the components Core Composition and Elective Composition. The portfolio may be requested by NESA to validate authorship of any submitted Elective Compositions.			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Written Paper – Aural Skills</b> 4 short answer questions	30	Performance	10
<b>Practical Exam – Core Performance</b> Performance of one piece representative of any of the three HSC topics	20	Composition	10
<b>Electives</b> (20 each elective) The students will select any combination of three electives from the following options: <ul style="list-style-type: none"> <li>• Performance (one piece per elective)</li> <li>• Composition (one submitted work per elective)</li> <li>• Musicology (one Viva Voce presentation per elective)</li> </ul>	60	Musicology	10
		Aural	25
		Electives (students will select 3 electives worth 15% each) from the areas of Performance or Composition or Musicology	45
*The marks for the Core Performance (20) and the Electives (60) will be converted to a mark out of 70 and then added to the aural paper worth 30 to total mark out of 100.	110 *		100

<b>Course:</b> Music 2		<b>Fee:</b> Year 11 - \$25 & Year 12 - \$25	
2 units for each of Preliminary and HSC Board Developed Course <b>Prerequisites:</b> Music Additional Study course (or equivalent) <b>Exclusions:</b> Music 1			
<b>Course Description:</b> The Music 2 course caters for students with prior musical skills either from external tuition or through the pathway of Elective Music in Years 9 and 10. Music 2 provides the opportunity for students to extend their musical knowledge with a focus on Western Art Music. The curriculum structure has some adaptability to meet specific student's abilities and interests. The students will: <ul style="list-style-type: none"> <li>• continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through performance, composition, musicology and aural activities</li> <li>• develop the ability to synthesise ideas and evaluate music critically</li> <li>• develop an awareness and understanding of the impact of technology on music</li> <li>• develop personal values about music</li> </ul> Students wishing to study Music Extension in the HSC course must study Music 2 in the Preliminary and HSC course.			
<b>Main Topics Covered:</b> The students study one Mandatory Topic and one Additional Topic in each year of the course. <b>Preliminary Course</b> <u>Mandatory Topic</u> – Music 1600-1900 (Baroque, Classical, 19 <sup>th</sup> Century Music) <u>Additional Topic</u> – one topic from a selection of six topics <b>HSC Course</b> <u>Mandatory Topic</u> – Music of the last 25 years (Australian Focus) <u>Additional Topic</u> – one topic from a selection of eight topics			
<b>Particular Course Requirements:</b> <b>Preliminary Course</b> Students will engage in core learning experiences in Performance, Composition, Musicology and Aural within the contexts of their topics of study. In the Preliminary course all four of these areas are assessed equally. <b>HSC Course</b> In addition to core learning experiences in Performance, Composition, Musicology and Aural, students are given the opportunity to specialise and maximise areas of strength by nominating <b>one</b> elective option in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. All students are also required to develop a composition portfolio for the Core Composition. Any of these portfolios may be requested by NESA to validate authorship of the submitted work.			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Written Paper - Musicology and Aural Skills</b> • four questions • question 4 will be worth 10 marks.	35	Performance Composition Musicology Aural	20 20 20 20
<b>Practical Exam</b> • <u>Core Performance</u> Performance of one piece	25	Elective (one elective in either): • Performance or • Composition or • Musicology	20
• <u>Sight singing</u>	5		
<b>Core composition</b>	15		
<b>Electives</b> The student will select one of the following options: • Performance Elective (student will perform two pieces) • Composition Elective (one submitted work – original composition) • Musicology Elective (one submitted work – extended response of approximately 1500 words)	30		
	100		100

<b>Course:</b> Personal Development Health and Physical Education		
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil
<b>Course Description:</b>		
<p>Personal Development, Health and Physical Education is an integrated area of study that provides for the intellectual, social, emotional and physical development of students. Students learn about and practice ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement and sport in their lives.</p> <p>The Year 11 course has both theory and practical components where students will gain a thorough understanding of health and fitness aspects by practical involvement in fitness and outdoor recreation activities. Students will learn about anatomy and physiology, biomechanics, how the body responds to exercise and training and what impacts on our health through practical application and in-depth discussions.</p> <p>The Year 12 course looks in-depth into the many facets of sports performance and how athletes train and improve their sports skills. Students will develop knowledge in sports medicine, training methods, sports nutrition, psychology and recovery techniques as well as the health issues affecting Australia's population today. There is an element of some practical activities to allow students to gain deeper understanding and to apply their knowledge in different movement contexts, along with detailed discussions and preparation for the HSC exam.</p>		
<b>Main Topics Covered:</b>		
<b>Preliminary Course</b>		
<b>Core Topics (60%)</b>		
<ul style="list-style-type: none"> <li>• Better Health for Individuals (30%)</li> <li>• The Body in Motion (30%)</li> </ul>		
<b>Modules (40%)</b>		
Students will study the following two modules		
<ul style="list-style-type: none"> <li>• Fitness Choices (20%)</li> <li>• Outdoor Recreation (20%)</li> </ul>		
<b>HSC Course</b>		
<b>Core Topics (60%)</b>		
<ul style="list-style-type: none"> <li>• Health Priorities in Australia (30%)</li> <li>• Factors Affecting Performance (30%)</li> </ul>		
<b>Modules (40%)</b>		
Students will study the following two modules		
<ul style="list-style-type: none"> <li>• Sports Medicine (20%)</li> <li>• Improving Performance (20%)</li> </ul>		
<b>Assessment: HSC course only</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written paper	Core Options	60 40
		100

<b>Course:</b> Physics		<b>Fee:</b> Year 11 - \$7 & Year 12 - \$7	
2 units for each of Year 11 and Year 12 Board Developed Course			
<b>Course Description:</b>			
<p>The <i>Physics Stage 6 Syllabus</i> 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.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions and analyse the interconnectedness of physical entities.</p>			
<b>Main Topics Covered:</b>			
<b>Year 11 Course Modules:</b>			
<ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>			
<b>Year 12 Course Modules:</b>			
<ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• The Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>			
<b>Particular Course Requirements:</b>			
<p>Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p>			
<b>External Exam</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A three hour written examination	100	Knowledge and understanding of course content	40
		Skills in working scientifically	60
	100		100

<b>Course:</b> Society and Culture			
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b> 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 central to the areas of study.  Students develop an understanding of research methods and in Year 12 undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).			
<b>Main topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• The Social and Cultural World</li> <li>• Personal and Social Identity</li> <li>• Intercultural Communication</li> </ul>			
<b>HSC Course</b>			
<b>Core:</b>			
<ul style="list-style-type: none"> <li>• Social and Cultural Continuity and Change</li> <li>• Personal Interest Project</li> </ul>			
<b>Depth Studies</b>			
Two to be chosen from:			
<ul style="list-style-type: none"> <li>• Popular Culture</li> <li>• Belief Systems and Ideologies</li> <li>• Social Inclusion and Exclusion</li> <li>• Social Conformity and Nonconformity</li> </ul>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A two hour written examination	60	Knowledge and understanding of course content	50
		Application and evaluation of social and cultural research methodologies	30
Personal Interest Project	40	Communication of information, ideas and issues in appropriate forms	20
	100		100

<b>Course:</b> Textiles & Design		<b>Fee:</b> Year 11 - \$30 & Year 12 - \$20	
2 units for each of Preliminary and HSC Board Developed Course		<b>Exclusions:</b> Nil	
<b>Course Description:</b>			
<p>The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.</p> <p>The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.</p> <p>This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).</p>			
<b>Main Topics Covered:</b>			
<b>Preliminary Course</b>			
<ul style="list-style-type: none"> <li>• Design (40%)</li> <li>• Properties and Performance of Textiles (50%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)</li> </ul>			
<b>HSC Course</b>			
<ul style="list-style-type: none"> <li>• Design (20%)</li> <li>• Properties and Performance of Textiles (20%)</li> <li>• The Australian Textiles, Clothing, Footwear and Allied Industries (10%)</li> <li>• Major Textiles Project (50%)</li> </ul>			
<b>Particular Course Requirements:</b>			
<p>In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.</p>			
<b>Assessment: HSC course only</b>			
<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
A written examination of one and a half hours	50	Knowledge and understanding of course content	50
Major Textile Project	50	Skills and knowledge in the design, manufacture and management of textiles projects	50
	100		100

**Course:** Visual Arts

**Fee:** Year 11 - \$50 & Year 12 - \$50

2 units for each of Preliminary and HSC  
Board Developed Course

**Course Description:**

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from a range of cultures, traditions and times.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts who have not studied Visual Arts in Years 9 and 10.

In both Preliminary and HSC courses an emphasis is placed on students directly experiencing artworks through attendance at exhibitions and regular gallery visits. These experiences are compulsory and an important component of this course.

**Main Topics Covered:**

**Preliminary Course learning opportunities focus on:**

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

**HSC Course learning opportunities focus on:**

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

**Particular Course Requirements:**

**Preliminary Course**

A focus on the key components and concepts that need to be known in the visual arts through

- the content of practice, conceptual framework, frames
- making artworks in at least two forms
- use of a visual arts process diary
- broad investigation of ideas in art criticism and art history

**HSC Course**

A focus on more interpretive investigations and relationships through:

- the content of practice, conceptual framework, frames
- the development of a body of work
- use of a visual arts process diary
- investigation of content through at least five case studies in art criticism and art history

**Assessment : HSC course only**

<b>External Assessment</b>	<b>Weighting</b>	<b>Internal Assessment</b>	<b>Weighting</b>
<b>Written Paper – Art Criticism and Art History</b> A one and a half written exam of two sections <u>Section 1</u> – three short answer questions that may consist of parts <u>Section 2</u> – Extended response to <b>one</b> question chosen from a selection of six options	50	Artmaking Art criticism and art history	50 50
<b>Body of Work (Submission)</b>	50		
	100		100



# PORT HACKING HIGH SCHOOL

## Vocational Education Policy

All students are eligible to undertake vocational courses available at the school. The information about such courses is provided through careers lessons, individual inquiry/ advice, and through Subject Information sessions, the latter held early in Term 3 each year.

Courses within the VET Curriculum Frameworks were developed within the seven industry frameworks. Specific courses delivered at Port Hacking High School are:

- Construction (240 hours)
- Entertainment Industry (240 hours)
- Hospitality Food and Beverage (240 hours)
- Hospitality Commercial Cookery (240 hours)

\*NB Students can only undertake **ONE** Hospitality course.

Each framework course is based on units of competency within the relevant national training package.

Work placement of 70 hours is mandatory for each framework course and this will be completed during school time.

\* Failure to complete work placement will result in an N determination.

Work placement is organised through Southern Sydney BEN. Work placement for students who wish to organise their own placement must satisfy school and course requirements and be organised through the teacher of the relevant course.

Work placement is not work experience. Each student is expected to perform and observe industry practice at an appropriate level. The work placement program centres on the enhancement of competencies learnt/practised at school.

Parents are informed of work placement dates and requirements and relevant insurance documentation must be completed prior to confirmation of the work placement. Relevant documents, including consent forms, are to be retained at school.

Students are to be informed by their teacher of responsibilities in the workplace, general WH&S matters and their duty to report any concerns they have about behaviours in the workplace, including their reporting immediately to parents or school if the concern required immediate action.

During the work placement, the student will take to the workplace a journal to be signed each day by his/her supervisor and in which relevant sections will be completed. This booklet is to be returned to the teacher of the course on completion of the work placement period.

Students undertaking work placement will not be disadvantaged in formal assessment programs for other courses they are undertaking.

## **RECOGNITION OF PRIOR LEARNING**

Teachers will explain to students the processes involving RPL. Students will need to complete separate forms for each competency for which they seek RPL. The forms will be submitted to the Appeals Committee comprising the Principal, Careers Adviser, Head Teacher and Course Teacher. Copies of Application for RPL are attached to this statement.

## **AUSTRALIAN TERTIARY ADMISSION INDEX (ATAR)**

Students undertaking 240 hour courses will be given the option of sitting for an external written HSC examination which will count towards their ATAR. This inclusion is subject to meeting NESA HSC Course requirements. Only one 240 hour VET course will be counted toward the ATAR.

Marks awarded will be shown on the Record of Achievement. The mark awarded will not be relevant to the student's ability to receive AOF qualifications.

## **ASSESSMENT OF COMPETENCIES**

VET courses are competency based. Assessment of competencies is criterion-based. The performance of each student is judged against a prescribed standard, not against the performance of other students, past or present. Students are provided with a number of opportunities and in a variety of forms to show competency in performance in each designated area. A student is judged to be competent or not yet competent.

All elements of competency must be achieved for students to demonstrate the achievement of a Unit of Competency. Schools are required to report to NESA on the Units of Competency achieved by each student in each VET course. This information will form the basis for the award of an AQF VET Certificate or Statement of Attainment.

NESA does not require an assessment mark in VET courses. However, for general school reporting purposes the half-yearly report will indicate general progress by the student and their competence achievement in all units delivered.

Assessment of Competency will include a variety of processes:

- observation
- written tasks
- assignments
- class exercises
- oral questioning/ tests
- examination of quality of product

## **APPEALS PROCEDURES**

Students seeking an appeal should address a letter to the Principal.

## **COMPLAINTS POLICY**

Port Hacking follows the DET Policy that can be found at the following web address:  
[www.det.nsw.edu.au/policies/index.shtml](http://www.det.nsw.edu.au/policies/index.shtml)

## STUDENT ACCESS TO COMPETENCY INFORMATION

Copies of information relevant to student coursework and competency are available through

- the competency log
- work placement log and evaluation
- correspondence
- school reports and interim reports, as appropriate
- Students online at NESA

## FEES AND REFUNDS

Fees payable to the school are for materials and consumable involved in projects and skills exercised related to units of competency.

The fees for the VET courses available at Port Hacking High School are:

Construction:	Year 11 - \$55 & Year 12 - \$55
Entertainment Industry:	Year 11 - \$60 & Year 12 - \$35
Hospitality Food and Beverage:	Year 11 - \$120 & Year 12 - \$115
Retail Services:	Year 11 - \$75 & Year 12 - \$70
Sport Coaching:	Year 11 - \$45 & Year 12 - \$20

\*NB Students can only undertake **ONE** Hospitality course.

Students in need of financial assistance may contact the school Principal. All applications are handled confidentially.

Students may be required for work placement to purchase basic equipment including Personal Protective Equipment. Students undertaking Hospitality are required to purchase uniforms and equipment.

Students who leave the particular VET course prior to its completion will need to apply for REFUNDS, where appropriate. No refund for equipment purchased eg PPE will generally be met.

## STUDENTS WITH SPECIAL NEEDS

Students with special needs, with their parents, will need to meet with the Principal and Careers Adviser to discuss issues relating to specific requirements and programs. Processes to ensure identification of priorities will need to be set up and identification of relevant settings and strategies formulated and monitored.

Special requirements for work placement will also need to be outlined and monitored.

## PROGRAMS AND REGISTERS

Registration of programs are ongoing. Student evaluations will be part of such registration.

A separate copy of details regarding competency reached/ assessment is kept by each teacher.

Student records are archived for 7 years. Student logs and other details are to be attached to the school's student record file.

# **VET COURSES**

## **(CATEGORY B)**

**Delivered at school**

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

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) 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 (the skills) and what they know (the knowledge) that will 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 of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Course: **Construction**  
Board Developed Course

2 or 4 Preliminary and/or HSC units in total  
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

**CPC20211 Certificate II in Construction Pathways**  
**Based on Construction, Plumbing and Services Training Package**  
**Version Release 5 (CPC08 v9.5)**

**Units of Competency**

**Core**

- CPCCCM1012A Work effectively and sustainably in the Construction Industry
- CPCCWHS2001 Apply WHS requirement, policies and procedures in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications

**Electives**

**6 out of the following**

- CPCCCA2011A Handle carpentry materials
- CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground
- CPCCCO2013A Carry out concreting to simple form
- CPCCCA2002B Use carpentry tools and equipment
- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

**Additional units required to attain a HSC credential in this course**

- CPCCCM2006B Apply basic levelling procedures
  - CPCCWHS1001 - Prepare to work safely in the construction industry.
- Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

**Recommended Entry Requirements**

Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.

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

- building
- bricklaying
- concreting
- carpentry
- shop fitting
- joinery

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Construction Induction Card (White Card) is a mandatory requirement before commencing work placement.

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

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.

**Appeals and Complaints**

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

**Course Costs:** Year 11 \$55      Year 12 \$55      Other (eg: White Card) \$110  
**Refund Arrangements on a pro-rata basis**      Please see your VET teacher to enquire about financial assistance.

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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



2021 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION

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

Course: **Entertainment Industry**  
Board Developed Course

2 or 4 Preliminary and/or HSC units in total  
Category B for Australian Tertiary Admission Rank (ATAR)

This is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

**Statement of Attainment towards**

**CUA30415 Certificate III in Live Production and Services**  
Based on CUA Creative Arts and Culture Training Package  
Version 4.1 (CUA 4.1)

**Electives**

CUSSOU301 Undertake live audio operations  
CUASTA301 Assist with production operations for live performances  
CUALGT301 Operate basic lighting  
CUASOU301 Undertake live audio operations  
CUAVSS302 Operate vision systems  
CUASOU306 Operate sound reinforcement systems  
CUASTA202 Assist with bump in and bump out of shows  
CUASMT301 Work effectively backstage during performances  
BSBCMM201 Communicate in the workplace

**Units of Competency**

**Core**

CPCCOHS1001A Work safely in the construction industry  
CUAIND301 Work effectively in the creative arts industry  
CUAWHS302 Apply work health and safety practices  
SITXCCS303 Provide service to customers

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

**Additional requirement: Entertainment Industry Specialisation Course**

1 HSC unit only

To receive the full qualification CUA30415 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.

**Units of Competency**

BSBWOR301 Organise personal work priorities and development  
CUAPPR304 Participate in collaborative creative projects  
CUALGT304 Install and operate follow spots

**Recommended Entry Requirements**

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course **is not** about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

**Examples of occupations in the entertainment industry**

sales/merchandising assistant	front of house assistant	cinema projectionist	technical assistant
box office assistant	lighting technician	props designer	marketing and promotions
stage manager	sound technician	event assistant	

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

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

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

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

**Course Costs:** Year 11 \$60

Year 12 \$35

**Refund Arrangements on a pro-rata basis**

**Please see your VET teacher to enquire about financial assistance**

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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

Course: **Hospitality - Food and Beverage**  
Board Developed Course

2 or 4 Preliminary and/or HSC units in total  
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

**SIT20316 Certificate II in Hospitality**  
**Based on SIT Tourism, Travel and Hospitality training package**  
**(Release 1.2)**

**Units of Competency**

**Core**

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

**Electives**

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

**Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.**

**Recommended Entry Requirements**

Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

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

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

**Mandatory HSC Course Requirements** Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

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

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

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

**Course Costs: Year 11 \$120                      Year 12 \$115                      Other \$                      Apron & Hat (approx.) \$16**  
**Refund Arrangements on a pro-rata basis                      Please see your VET teacher to enquire about financial assistance**

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

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





**2021 RETAIL SERVICES COURSE DESCRIPTION**

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

Course: <b>Retail Services</b> <span style="float: right;">2 or 4 Preliminary and/or HSC</span> units in total Board Developed Course <span style="float: right;">Category B for Australian Tertiary Admission</span> Rank (ATAR)			
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.			
<p><b>SIR30216 Certificate III in Retail</b></p> <p><b>Based on SIR Retail Services Training Package Release 4.0</b></p> <p><b>Units of Competency</b></p> <p><b>Core</b></p> <p>SIRXCEG001 Engage the customer                  SIRXCEG002 Assist with customer difficulties                  SIRXCEG003 Build customer relationships and loyalty                  SIRXCOM002 Work effectively in a team                  SIRXIND001 Work effectively in a service environment                  SIRXRSK001 Identify and respond to security risks                  SIRXSLS001 Sell to retail customer                  SIRXWHS002 Contribute to workplace health and safety</p>	<p><b>Electives</b></p> <p>SIRXIND002 Organise and maintain the store environment                  SIRRINV002 Control stock                  SIRRMER001 Produce visual merchandise displays                  SIRXPDK001 Advise on products and services                  SIRRINV001 Receive and handle retail stock</p> <p><b>Additional for HSC requirements</b></p> <p>SIRXSLS002 Follow point of sale procedures</p>		
<p><b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b></p>			
<p><b>Recommended Entry Requirements</b></p> <p>Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.</p>			
<p><b>Example of occupations in the Retail Industry</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ buyer</li> <li>▪ customer service assistant</li> <li>▪ stock controller</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>▪ sales person</li> <li>▪ visual merchandise</li> <li>▪ merchandise</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>▪ buyer</li> <li>▪ customer service assistant</li> <li>▪ stock controller</li> </ul>	<ul style="list-style-type: none"> <li>▪ sales person</li> <li>▪ visual merchandise</li> <li>▪ merchandise</li> </ul>
<ul style="list-style-type: none"> <li>▪ buyer</li> <li>▪ customer service assistant</li> <li>▪ stock controller</li> </ul>	<ul style="list-style-type: none"> <li>▪ sales person</li> <li>▪ visual merchandise</li> <li>▪ merchandise</li> </ul>		
<p><b>Mandatory HSC Course Requirements</b></p> <p>Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.</p>			
<p><b>External Assessment (optional HSC examination for ATAR purposes)</b></p> <p>The Higher School Certificate examination for Retail Services is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>			
<p><b>Competency-Based Assessment</b></p> <p>Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p>			
<p><b>Appeals and Complaints</b></p> <p>Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.</p>			
<p><b>Course Costs: Year 11 \$75      Year 12 \$70      Other \$</b></p> <p><b>Refund Arrangements on a pro-rata basis</b> <span style="float: right;"><b>Please see your VET teacher to enquire about financial assistance</b></span></p>			
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>			
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>			

## 2021 SPORT COACHING COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Notification of variations will be made in due time.



Education

Course: **Sport Coaching – Certificate III**  
Board Endorsed Course

4 Preliminary and/or HSC units in total  
Does not contribute to the Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

**SIS30519 Certificate III in Sport Coaching**  
**Based on the Sport, Fitness and Recreation Training Package**  
**Version 1.0 (SIS v4)**

Units of Competency

**Core**

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO003	Meet participant coaching needs
BSBRK401	Identify risk and apply risk management procedures
HLTAID003	Provide first aid (To be delivered by an external RTO or via IVET for approved trainers from RTO 90072)

**Electives**

SISSCO012	Coach sports participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation events

\*Complete 2 out of these 3 Units of Competency

SISXCAI009	Instruct strength and conditioning techniques
SISSSOF002	Continuously improve officiating skills and knowledge
SISXDIS001	Facilitate inclusion for people with a disability

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

**Recommended Entry Requirements**

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

**Examples of occupations in the sport, fitness and recreation industry:**

- |                                |                        |
|--------------------------------|------------------------|
| ▪ Sports Coach or Trainer      | ▪ Sports Official      |
| ▪ Assistant Coach              | ▪ Sports Event Manager |
| ▪ Sport Administration Officer | ▪ Team Manager         |

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment** There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

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

**Course Costs:**      **Year 11 \$45**                      **Year 12 \$20**                      **Other \$**

The First Aid certificate is delivered by (select one) an external RTO OR the class teacher via IVET at a cost of **\$90**

**Refund Arrangements on a pro-rata basis**                      **Please see your VET teacher to enquire about financial assistance**

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

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

# **CONTENT ENDORSED COURSES**

**Delivered at School**

**Course:** Exploring Early Childhood

2 units for each of Preliminary and HSC

Content Endorsed Course

**Course Description:**

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 Exploring Early Childhood course aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact; be it as a friend, carer, parent or educator. Students will also study a range of related issues within an early childhood context. Course activities will be hands on and practical wherever possible.

The course offers initial learning experiences that can lead to further post study at university or TAFE or vocational training in the child care industry. Learning may also continue through ongoing life experiences as an area of personal interest.

**Course structure:****The course has three core modules which are compulsory**

- Part A. Pregnancy and Childbirth (15 hours)
- Part B. Child Growth and Development (20 hours)
- Part C. Promoting Positive Behaviour (10 hours)

**Fourteen optional modules are also offered**

1. Learning experiences for Young Children
2. Starting school
3. Gender and Young Children
4. Children and Change
5. Children of Aboriginal and Torres Strait Islander Communities
6. Historical and cultural contexts of Childhood
7. The Children's Services Industry
8. Young Children and the Media
9. Young Children and the Law
10. Children's Literature
11. Food and Nutrition
12. Child Health and Safety
13. Young Children and Special Needs
14. Play and the Developing Child

**The optional modules to be studied will be selected based on student interest, teacher expertise and available resources.**

**Assessment:**

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

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

<b>Course:</b> Sport, Lifestyle and Recreation Studies																
2 units for each of Preliminary and HSC Content Endorsed Course																
<p><b>Course Description:</b></p> <p>Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.</p> <p>Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle.</p> <p>This course caters for a wide range of student needs. It can assist students in developing:</p> <ul style="list-style-type: none"> <li>• the qualities of a discerning consumer and an intelligent critic of physical activity and sport</li> <li>• high levels of performance skill in particular sports</li> <li>• the capacity to adopt administrative roles in community sport and recreation</li> <li>• the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.</li> </ul> <p>It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.</p> <p>The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.</p> <p>The areas of sports science, physical education and human movement present viable post school study and career pathways. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.</p>																
<p>Sport, Lifestyle and Recreational studies consists of 15 modules. Modules are selected by the PDHPE Department with consideration given to available resources. Four to five modules will be studied in Year 11 and four to five modules in Year 12.</p> <p><b>Modules</b></p> <table> <tr> <td>1. Aquatics</td> <td>9. Healthy Lifestyle</td> </tr> <tr> <td>2. Athletics</td> <td>10. Individual Games</td> </tr> <tr> <td>3. Dance</td> <td>11. Outdoor Recreation</td> </tr> <tr> <td>4. First Aid &amp; Sports Injury</td> <td>12. Resistance Training</td> </tr> <tr> <td>5. Fitness</td> <td>13. Social Perspectives Games &amp; Sport</td> </tr> <tr> <td>6. Games &amp; Sports Application I</td> <td>14. Sports Administration</td> </tr> <tr> <td>7. Games &amp; Sports Application II</td> <td>15. Sports Coaching</td> </tr> <tr> <td>8. Gymnastics</td> <td></td> </tr> </table>	1. Aquatics	9. Healthy Lifestyle	2. Athletics	10. Individual Games	3. Dance	11. Outdoor Recreation	4. First Aid & Sports Injury	12. Resistance Training	5. Fitness	13. Social Perspectives Games & Sport	6. Games & Sports Application I	14. Sports Administration	7. Games & Sports Application II	15. Sports Coaching	8. Gymnastics	
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<p><b>Course:</b> Work Studies</p>
<p>2 units for each of Preliminary and HSC Content Endorsed Course</p>
<p><b>Assessment</b></p> <p>There is no external examination for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.</p> <p>All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).</p>
<p><b>Course Description</b></p> <p>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 engage 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 jobs, develop new skills and to obtain new experiences will be part of the future world of work.</p> <p>The <i>Work Studies CEC</i> syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the <i>Work Studies</i> syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.</p>
<p><b>Pattern of Study</b></p> <p>Over <u>two years</u>, students must complete one core mandatory unit and 6-8 elective modules.</p> <p>Core mandatory unit – <i>My Working Life</i></p> <p>Elective modules:</p> <ul style="list-style-type: none"> <li>• <i>In the Workplace</i></li> <li>• <i>Preparing Job Applications</i></li> <li>• <i>Workplace Communication</i></li> <li>• <i>Teamwork and Enterprise Skills</i></li> <li>• <i>Managing Work and Life Commitments</i></li> <li>• <i>Personal Finance</i></li> <li>• <i>Workplace Issues*</i> (the prerequisite module is <i>In the Workplace</i>)</li> <li>• <i>Self-Employment*</i> (the prerequisite module is <i>Managing Work and Life Commitments</i>)</li> <li>• <i>Team Enterprise Project*</i> (the prerequisite module is <i>Teamwork and Enterprise Skills</i>)</li> <li>• <i>Experiencing Work</i> (one or two of these modules may be undertaken provided that they do not exceed 50 percent of course time)</li> <li>• <i>School-Developed Module.</i></li> </ul> <p>Modules indicated by an asterisk, require the completion of prerequisite modules or appropriate prior learning.</p>

# A Non-ATAR Course of Study

## How important is an ATAR?

The ATAR is calculated by UAC (Universities Admission Centre). This is a body operated and controlled by the universities. The ATAR is traditionally released the day after the HSC results.

The ATAR (Australian Tertiary Admissions Rank) has one purpose only – to enable universities to select students for direct entry into university straight from high school. (However, there are universities that will accept HSC students who have not qualified for an ATAR.)

An ATAR is not a mark – it is a rank of students in a particular year. The same student getting the same HSC marks in different years could be given a different rank.

At the age of 21 you can apply for university admission as a mature age student. This is not dependent on having an ATAR.

TAFE and most private colleges do not use the ATAR.

Employers do not use an ATAR.

## Can I qualify for the HSC even if I don't qualify for an ATAR?

Absolutely.

The HSC is designed and administered by NESA (NSW Educational Standards Authority). This is the same body which writes NSW syllabi, issues the ROSA in Years 10 & 11, moderates school assessment task marks, writes and administers the HSC external exams, calculates the final HSC marks and gives the raw HSC marks to UAC to calculate the ATAR.

The HSC has different course requirements from the ATAR.

It is possible to be awarded a HSC without doing **any** external HSC exams.

## Non-ATAR subjects

- English Studies  
(non-ATAR option – no HSC exam undertaken)
- Standard Maths 1  
(non-ATAR Standard Maths 1 option in Year 12 – no HSC exam undertaken)
- CEC Work Studies
- CEC Sport, Leisure, Recreation (SLR)
- CEC Exploring Early Childhood
- VET Courses (non ATAR option – no HSC Exam)