



**MARIST COLLEGE NORTH SHORE**

**SUBJECT SELECTION 2020**

**11**

**YEAR ELEVEN**

## Principal's Message

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Preparation for senior school is an important task as it is one that will shape a student's approach to the HSC. This booklet contains some of the important details that are part of creating a senior student's subject list. Work done in preparation for subject selections is most important. Our goal as a school in this process is *'right student, right subject, right level, right result'*.

Each student must approach this task as an individual. They are not here to do what their father did, what their brother did or what they believe scales well in the HSC. Firstly, the student must consider the general direction of their future careers. This consideration must be made while keeping an eye on the student's actual ability. I have often met a parent who says that 'my son wants to be an engineer and thus must do high levels of mathematics'. If the student is not capable of high levels of mathematics perhaps the career of engineering is not well chosen.

So, the first question is about whether a student should be aiming for a career in the workforce, study at TAFE or further study at university.

The next advice is always that students should do subjects that:

- they enjoy; **and**
- subjects in which they are capable of achieving good results.

If a student enjoys coming to class and is getting some success in their work they have a much better chance of succeeding in that subject.

The final advice is to seek advice! We encourage students to speak with family and friends who know them well. Speak to their teachers and careers advisor. Read about the subjects that are on offer. In this way the student can prepare fully for the decisions that guide them in choosing a pattern of subjects that will best suit their needs. The better this decision making the less chance there is that the student will need to change subjects at the beginning of the year and waste valuable time in his learning.

I wish you all the best in your deliberations.



**Mr Tony Duncan**  
**Principal**

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# PART 1: INTRODUCTION

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The immediate concern of Year Ten students who will be entering the senior school in 2020 is the subjects they will be studying for the Preliminary (Year 11) Course. This handbook, the subject recommendations flyer, the NSW Education Standards Authority (NESA) publications for students and parents, UAC booklet, the Information Day, the Information Evening and advice from teachers are all designed to assist students in this process.

The HSC is a credential that all senior students can aspire to; whether their goal is to enter university, TAFE, the complex modern workplace or a combination of these when schooling is completed. Senior schooling extends over a minimum of two years, Year 11 (Preliminary) and Year 12 (HSC) and a maximum of five years is allowed for your HSC to be completed. Talented students may be able to complete an HSC Course in a subject a year early through *acceleration*, as long as they have completed the appropriate Preliminary Course. The internal (school based) assessment begins when the HSC course commences in Term 4 of Year 11.

Descriptions of the courses the College is offering to students for the Preliminary Course in 2020 can be found in this booklet. In the end, we may not be able to staff and resource all of the courses listed in this booklet due to restrictions on senior class sizes and unavoidable timetable clashes amongst other things. Also, some students will not be allowed to enter courses if the College feels that it is to the detriment of the student's overall potential achievement. An additional interview may be required to negotiate a different course in this particular case. The final decision relating to students completing particular courses and which subjects run during 2020 lies with the Mr Duncan, the Headmaster.

Please do not hesitate to contact the Director of Teaching and Learning or the specific Leaders of Learning (Subject Coordinators) for any clarification around the subjects on offer for 2020.



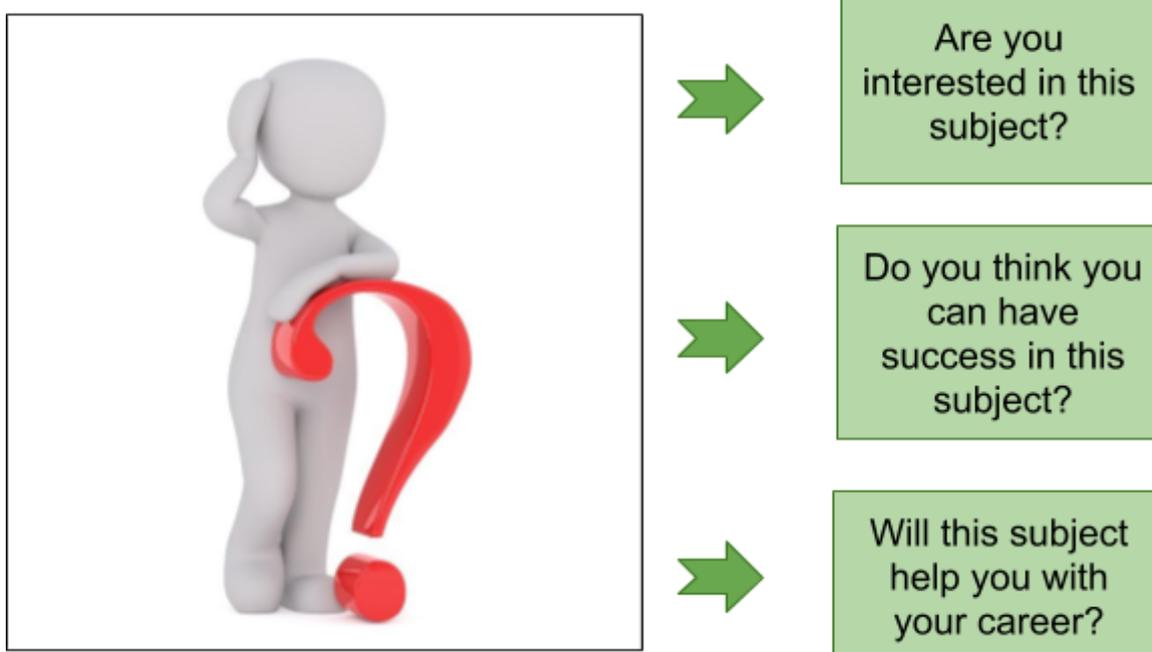
**Mr Mark Heiss**  
**Director of Teaching and Learning**

## PART 2: GENERAL INFORMATION

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### THE HSC

In choosing subjects to study for the HSC, students are encouraged to select courses that they enjoy, will be challenged by and can achieve a good result in. They should not make decisions around subject selection based on what their friends are studying or who teaches the subject. Students should also consider the particular demands of a course – for example, completing two or more courses that contain a major work submission is highly discouraged due to the amount of time necessary to complete these at a high level.



The NESA does allow a lot of flexibility in the pattern of study through a range of recognised courses, but it is important to realise that every student **MUST study a total of 12 units of subjects** in the **Preliminary Year** and a total of **10 units of subjects in the HSC Year** to meet the minimum requirements for the award of the HSC. In order to meet these requirements in both the Preliminary and HSC Year, students must study:

- **At least six** units of Board Developed Courses (including 2 units of Mandatory **English**)
- A minimum of **three** courses of 2 unit subjects.
- **At least four subjects (this does not mean courses).**

Students wishing to obtain an Australian Tertiary Admission Rank (ATAR) in order to attend University must study a minimum of **ten units** which must be made up of at least **eight units** of Board Developed Courses (Category A). The calculation of your ten units can include **one** eligible Category B (VET) subject.

**At Marist College North Shore all students must study 12 units maximum in the Preliminary Year. Any exceptions (due to external study) must be approved by Mr Duncan. All students must also study at least one unit of Religion.**

For extra information on the how the HSC works, please refer to the following section of the NSW Education Standards Authority (NESA) site:

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

You can also find additional advice on subject selection here:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

Further information on the ATAR can be found on the UAC website:

<https://www.uac.edu.au/future-applicants/atar>

## WHAT TYPES OF COURSES CAN I SELECT?

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There are different types of courses that you can select in Years Eleven and Twelve.

**Board Developed Courses** are courses set and examined by NESA that also **contribute to** the calculation of the **ATAR**. Most of these subjects are referred to as *Category A Subjects*.

**Board Endorsed Courses and Content Endorsed Courses** are developed by schools, TAFE and universities. They count towards your HSC but do not have an HSC examination and **do not contribute towards the calculation of an ATAR**. In 2018, the College is offering the following courses that do not contribute to an ATAR:

<b>Studies in Catholic Thought (1 and 2 unit)</b>	<b>Visual Design (1 unit)</b>
<b>Marine Studies (1 unit)</b>	<b>Sport, Lifestyle and Recreation (1 and 2 unit)</b>
	<b>Photography, Video and Digital Imaging (1 unit)</b>

### **A note on English Studies and Mathematics Standard 1**

**English Studies** - Students in the English Studies class at MCNS are students who have expressed a desire to complete the HSC without gaining an ATAR. Students may elect to sit an external exam at the end of the course but would need to discuss the merits of this with the Director of Teaching and Learning and the Leader of Learning (English)

**Mathematics Standard 1** - Students in the 2021 HSC year can move from Mathematics Standard 2 to Mathematics Standard 1 (2 units). However in doing so, they would forfeit their ATAR. At MCNS students in Mathematics Standard 1 are students who have expressed a desire to complete the HSC without gaining an ATAR. Students may elect to sit an external exam at the end of the course but would need to discuss the merits of this with the Director of Teaching and Learning and the Leader of Learning (Mathematics)

**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. **Life Skills courses do not count towards the ATAR.**

**Vocational Education and Training (VET)** - VET courses can be studied either at school or through TAFE NSW and other training providers. All VET courses involve a minimum number of work placement hours. **In 2019, the College is offering Hospitality and Construction on site.** VET courses contribute towards your HSC and Australian Qualifications Framework (AQF) VET credentials. These qualifications are recognised by industry and employers throughout Australia. **Some of the Board Developed VET courses have an optional HSC exam so, if you choose to sit the exam, your results can also count towards your ATAR. Be sure to discuss this with the Director of Teaching and Learning at the time of subject selection.**

If you are interested in completing a TAFE course, indicate this clearly when you submit your web preferences and discuss your goals with Mrs Brown, the Careers Advisor.

## WHAT ARE UNITS?

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All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses have a value of 2 units but some – mainly Board Endorsed Courses or Extension Courses have a value of 1 unit.

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

- 1 Unit = 60 hours of class time per year and a total of 50 marks
- 2 Unit = 120 hours of class time per year and a total of 100 marks.

You **cannot** move from a 1 unit course to a 2 unit course in the same subject. For example, you **cannot** move from Studies of Religion 1 unit to Studies of Religion 2 unit.

### EXTENSION COURSES

- Extension courses are possible in some subjects. These courses build upon the content of the 2 unit course and carry an additional value of 1 unit. Some course may be studied in the Preliminary Year and others may only be studied during the HSC Year. Entry in to these courses must be approved by the relevant Leader of Learning (LoL). 1 Unit Extension courses are available for English and Mathematics in the Preliminary Year. There is also the possibility to study a further 1 unit Extension course for both of these subjects during the HSC Year if a student has satisfactorily completed the Preliminary extension Course.
- 1 Unit Extension History and 1 unit Extension Science may only be studied during the HSC Year.

## **EXTERNAL PROVIDERS: STUDYING AN EXTERNAL COURSE**

Sometimes Marist College North Shore cannot cater for particular courses at the school. For students interested in TAFE, Languages, a course not on offer, or a course not available due a timetable clash, there is an opportunity to seek an external provider to provide course material, supervision of studies and feedback for their academic pathway.

It is recommended that students seeking to undertake studies from an external provider demonstrate consistent work habits, are independent and self- directed learners, and have good communication and organisational skills.

Please go to the following websites for extra information regarding external studies:

### **LANGUAGES**

- Open High School  
[www.theopens-d.schools.nsw.edu.au/](http://www.theopens-d.schools.nsw.edu.au/)
- Saturday School of Community Languages  
[www.sscl.schools.nsw.edu.au/](http://www.sscl.schools.nsw.edu.au/)

### **For trades and other courses that cannot be catered for at MCNS:**

- TAFE  
<https://www.tafensw.edu.au/>
- Bradfield College  
[www.nsi.tafensw.edu.au/campus/Bradfield/Default.aspx](http://www.nsi.tafensw.edu.au/campus/Bradfield/Default.aspx)
- Sydney Distance Education  
[www.sydneyh-d.schools.nsw.edu.au](http://www.sydneyh-d.schools.nsw.edu.au)
- Southern Cross Vocational College, Burwood (Trade Training School)  
<https://sccvc.nsw.edu.au/>
- Champagnat Catholic College, Pagewood - Trade Training Centre  
<http://tradetrainingcentre.wixsite.com/ngalangiingarandhii>

# PROCEDURE FOR STUDYING AN EXTERNAL COURSE:

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A student should:

1. Recognise areas of academic ability and aptitude.
2. Discuss the options with their parent/s or guardian, Careers Advisor and the Director of Teaching and Learning.
3. Access the Enrolment Form from the relevant website or ask the Careers Advisor and Director of Teaching and Learning for help.
4. Discuss the annual fees that must be paid to the external provider with their parent/s or guardian.
5. Complete the enrolment form and include the relevant signatures:
  - Academic Resource Leader (for Languages)
  - Careers Advisor (all eVET and external courses which are not languages)
  - Parent/s or Guardian
  - Headmaster (for approval)
6. Ensure payment of external provider fees is made through the College Business Manager/College Bursar.
7. E-mail their allocated external provider teacher once they have been contacted by them.
8. Make sure that they understand the means of receiving and submitting coursework and assessment tasks.
9. Access the Academic Resource Centre for study and supervision

## ADDITIONAL NOTES ON THE HSC:

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- A Mathematics course is not compulsory for the HSC, however it is now required for entry into some University courses.

Students may undertake a maximum of 20% of their coursework externally unless specific permission is sought and granted from the Headmaster.

- A number of subjects include a requirement for the development of project work for either internal or external assessment; for example, Visual Arts and Drama. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Additional information about syllabi, courses and the HSC is available on the NESA website:

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

## ASSESSMENT AND REPORTING

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- The HSC reports will provide students with detailed descriptions of the knowledge, skills and understanding they have attained in each subject.
- NESA makes available syllabus documents, marking guidelines and a performance scale. HSC Examination papers from 2001 onwards, as well as comments from the marking centre and student work samples, are also available.
- School-based assessment tasks will contribute to 50% of the HSC mark. The school assessment mark will be based on a student's performance in assessment tasks they have undertaken during the course. The internal assessment tasks are designed to assess outcomes that cannot necessarily be assessed in the external examination.
- The other 50% will come from the HSC examination. For some courses, the examination mark may be made up of practical examinations or the submission of major works.
- The HSC mark is a 50:50 combination of internal (school based) and external marks.
- On satisfactory completion of your HSC a student will receive the following:

# THE HSC TESTAMUR



- The official certificate confirming a student's name, school and date of the award.

# THE RECORD OF ACHIEVEMENT



- This document lists the courses you have studied and reports the marks and bands you have achieved. The Record of Achievement will also include a student's Preliminary Grades. These Grades will appear on a separate page.

# COURSE REPORTS

- Students receive a course report for any subject they have completed an external examination for. It includes a student's assessment mark, examination mark, HSC mark and performance band. It includes a description of what a student with that band knows, understands and can do. The report also includes a graph showing the student where they lie in comparison to other students in the State.

## VET STATEMENT OF ATTAINMENT TOWARDS AND AQF CERTIFICATE



- A certificate is awarded to students in VET courses who successfully complete all requirements of the Australian Qualifications Framework (AQF) VET Certificate.



- A Statement of Attainment is issued to students who partially complete the requirements.

## PROFILE OF ACHIEVEMENT



- This is students completing a Life Skills Course. It will indicate outcomes achieved.

## EXPLANATION OF RoSA FOR PARENTS AND STUDENTS

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year Ten and before they receive their Higher School Certificate (HSC).

### **A cumulative record of all academic achievement**

The RoSA is designed to record and credential all secondary school students' academic results up until the HSC. If a student leaves school before receiving a grade in Years Eleven or Twelve courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

### **Literacy and numeracy tests**

Students who leave school before they get their HSC will have the option to undertake online literacy and numeracy tests.

More information on the RoSA can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

# AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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The ATAR is not a mark but a rank. It is designed to assist the universities to determine student suitability for university study.

Though it is calculated on the basis of HSC performance, the ATAR is separate from the HSC. University entry is the concern of the universities. The HSC is administered by the NESA.

**Not all senior students need or want the ATAR**, but most wish to sit for and obtain the HSC. Remember that Board Endorsed Courses do not count toward the ATAR but can certainly be counted as HSC units once the student is sure he has six units of Board Developed courses, including two units of English.

A number of courses are deemed to be “Category B” courses for university admission purposes. Construction and Hospitality are in this category. Only two units of Category B courses can be counted towards an ATAR.

## SAMPLE PATTERN OF STUDY: ATAR VS HSC+ (NON ATAR)

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Example of student pattern of study - 12 units. You only need 10 units for the HSC, so in both cases, the student is able to drop a subject in Year Twelve:

ATAR Student	Units	HSC	ATAR	HSC+ (Non ATAR) Student	Units	HSC	ATAR
Geography	2	√	√	English Studies	2	√	<b>X</b>
SOR 1	1	√	√	Business Studies	2	√	√
English Adv.	2	√	√	Drama	2	√	√
Legal Studies	2	√	√	Entertainment	2	√	√
Hospitality	2	√	√	Catholic Studies	1	√	<b>X</b>
Senior Science	2	√	√	Marine Studies	1	√	<b>X</b>
Visual Design	1	√	<b>X</b>	SLR	2	√	<b>X</b>

TOTAL	12	12	11
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TOTAL	12	12	6
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# **PART 3: COURSE INFORMATION**

# BOARD DEVELOPED COURSES (BDC)

<b>Course:</b>	<b>Ancient History</b>
<b>Exclusions:</b>	NIL
<b>Units:</b>	2 Units for each of the Preliminary and HSC Board Developed Courses
<b>Leader of Learning:</b>	Mr Robert Taylor

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## Course Description:

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

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## Preliminary Course topics:

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours) where students undertake at least one option from 'The Nature of Ancient History' and at least two case studies including 'The Emergence of Early Societies' and 'Old Kingdom Egypt'
- Features of Ancient Societies (40 indicative hours) where students study 'Death and Funerary Customs in Old Kingdom Egypt' and 'Power and Image in Greece, Rome and Persia.'
- Historical Investigation (20 indicative hours) where students complete an independent investigation into a topic related to the preliminary course.

\*\* Historical concepts and skills are integrated with the studies undertaken in Year 11.

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## HSC Course topics:

The Year 12 course comprises four sections:

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic - New Kingdom Egypt Society to the Death of Amenhotep III (30 indicative hours)
- One 'Personalities in their Times' topic - Pericles (30 indicative hours)
- One 'Historical Periods' topic - The Greek World 500-440 BC (30 indicative hours)

\*\* Historical concepts and skills are integrated with the studies undertaken in Year 12.

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## Assessment:

### Preliminary Course :

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%.

### HSC Course:

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting 30%
- one task must be an Historical Analysis with a weighting of 20–30%.

The components and weightings for Year 12 are mandatory.

### Summary of internal Year 11 and Year 12 school-based assessment

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

<b>Course:</b>	<b>Biology</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Course
<b>Exclusions:</b>	NIL
<b>Leader of Learning:</b>	Ms Jo Talwar

**Course Description:**

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

<b>Preliminary Course Topics:</b>	<b>HSC Course Topics:</b>
The Year 11 course consists of four modules.	The Year 12 course consists of four modules.
Module 1 Cells as the Basis of Life	Module 5 Heredity
Module 2 Organisation of Living Things	Module 6 Genetic Change
Module 3 Biological Diversity	Module 7 Infectious Disease
Module 4 Ecosystem Dynamics	Module 8 Non-infectious Disease and Disorders

**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.

## Assessment:

### Preliminary Course:

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

### HSC Course:

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

<b>Course:</b>	<b>Business Studies</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Course
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Robert Taylor

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### **Course Description:**

Business activity is a feature of everyone's life. The Business Studies syllabus investigates the theoretical and practical aspects of business students may encounter throughout their lives. It provides insights into the planning of a small business to the management of operations, marketing, finance and human resource in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

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### **Preliminary Course:**

Nature of business – the role and nature of business  
Business management – the nature and responsibilities of management  
Business planning – establishing and planning a small to medium enterprise

### **HSC Course:**

Operations – strategies for effective operations management  
Marketing – development and implementation of successful marketing strategies  
Finance – interpreting financial information in the planning and management of business  
Human resources – contribution of human resource management to business performance

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### **Assessment: Assessment components and weightings**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

## Summary of internal Year 11 and Year 12 school-based assessment

<b>Component</b>	<b>Weighting</b>
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

<b>Course:</b>	<b>Chemistry</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Course
<b>Exclusions:</b>	NIL
<b>Leader of Learning:</b>	Ms Jo Talwar

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### Course Description:

The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes.

The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals which leads to an understanding of the structure, properties and trends of and between classes of chemicals.

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<b>Preliminary Course Topics Year 11 Course consists of four modules</b>	<b>HSC Course Topics:</b>
Module 1 Properties and Structure of Matter	Module 5 Equilibrium and Acid Reactions
Module 2 Introduction to Quantitative Chemistry	Module 6 Acid/base Reactions
Module 3 Reactive Chemistry	Module 7 Organic Chemistry
Module 4 Drivers of Reactions	Module 8 Applying Chemical Ideas

### 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.

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## Assessment:

### Preliminary Year:

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

### HSC Year:

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

<b>Course:</b>	<b>Design and Technology</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Peter Sherringham

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### **Course Description:**

The **Preliminary course** involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.

The **HSC course** applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.

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### **Preliminary Course topics:**

Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.

### **HSC Course topics:**

Involves the study of innovation and emerging technologies, designing and producing including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.

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## **Course Requirements:**

In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media.

In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

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**\*\* It is recommended that a student only studies one subject that requires a Major Work.**

<b>Course:</b>	<b>Drama</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
<b>Leader of Learning:</b>	Ms Carolyn O'Brien

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### **Course Description:**

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

### **Preliminary Course:**

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

### **HSC Course:**

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

The **Group Performance** (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.

For the **Individual Project**, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis **or** Design **or** Performance **or** Script-writing **or** Video Drama.

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### **Preliminary Course topics:**

- Improvisation, Playbuilding, Acting (Common course content)
- Elements of Production in Performance (Common course content)
- Theatrical Traditions and Performance Styles (Common course content)

### **HSC Course topics:**

- Australian Drama and Theatre (Core content - one topic from a choice of two topics)
- Studies in Drama and Theatre (One topic from a choice of seven topics)
- Group Performance (Core content)
- Individual Project (One project to be chosen from: Critical Analysis, Design, Performance, Script Writing or Video Drama)

## Course Requirements:

The Preliminary course informs learning in the HSC course. In the HSC course the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published *Course Prescriptions* include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts in a separately published list, which may change in total or part 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.

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## Assessment components and weightings:

### Drama Assessment: Preliminary Course

The mandatory components and weightings for the Preliminary Course are set out below.

Component	Weighting
Making	40
Performing	30
Critically Studying	30
	100

### Preliminary Course Assessment: Assessment components and weightings

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination

### Drama Assessment: HSC Course

The mandatory components and weightings for the HSC Course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Making	40
Performing	30
Critically Studying	30
	100

**\*\* It is recommended that a student only study one subject that requires a major project.**

## **HSC Course Assessment: Assessment components and weightings**

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

(The development of the externally assessed group performance and individual project in conjunction with the written paper, the combined weighting of the tasks must not exceed 30%)

<b>Course:</b>	<b>Economics</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Robert Taylor

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### **Course Description:**

This course provides an understanding for students on many aspects of the economy and its operation. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It also develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on appropriate policies to solve economic problems and issues in the Australian economy.

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### **Preliminary Course topics:**

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

### **HSC Course topics:**

- The Global Economy – features of the global economy and globalisation
  - Australia's Place in the Global Economy – Australia's trade and finance, effects of changes in the global economy on Australia
  - Economic Issues – issues including economic growth, unemployment, inflation external stability, environmental sustainability and distribution of income and wealth.
  - Economic Policies and Management – the range of policies to manage the economy.
- 

### **Assessment: Assessment components and weightings**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

**Summary of internal Year 11 and Year 12 school-based assessment**

<b>Component</b>	<b>Weighting</b>
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

<b>Course:</b>	<b>English Advanced</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Exclusions: English Standard; English Studies; English EAL/D
<b>Leader of Learning:</b>	Ms Candice Rigg

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### **Course Description:**

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.

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.

In this course, students develop their higher-order thinking skills to enhance their personal, social, educational, and vocational lives.

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### **Topics Covered:**

#### **Preliminary Course:**

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Critical Study of Literature*, and *Narratives that Shape our World* in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.

#### **HSC Course:**

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* 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.
- 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.

### **Course Requirements:**

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital text
- 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
- 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
- texts with a wide range of cultural, social and gender perspectives.

### **Preliminary Course:**

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

### **HSC Course:**

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry or drama. The remaining texts may be film or media or a nonfiction text or may be selected from one of the categories already used
  - at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
  - at least one related text in the *Common module: Texts and Human Experiences*.
- 

### **Assessment:**

#### **Preliminary Course:**

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

- three assessment tasks
- the minimum weighting for an individual formal task is 20%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

**The components and weightings for Year 11 are mandatory.**

## HSC Course:

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

- a maximum of four assessment tasks
- the minimum weighting for an individual formal task is 10%
- the maximum weighting for an individual formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- *Module C – The Craft of Writing* must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

The components and weightings for Year 12 are mandatory.

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

<b>Course:</b>	<b>English Standard</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	English Advanced; English Studies; English EAL/D; English Extension
<b>Leader of Learning:</b>	Ms Candice Rigg

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### **Course Description:**

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.

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.

In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.

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### **Topics Covered:**

#### **Preliminary Course:**

The course has two sections:

- Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study.
- Two additional modules: *Close Study of Literature*, and *Contemporary Possibilities* in which students explore and examine texts and analyse aspects of meaning.

#### **HSC Course:**

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* 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.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.

### **Course Requirements:**

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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
- 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
- texts with a wide range of cultural, social and gender perspectives.

### **Preliminary Course:**

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- 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
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

### **HSC Course:**

Students are required to study:

- 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
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

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### **Assessment:**

#### **Preliminary Course:**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

**The components and weightings for Year 11 are mandatory.**

**HSC Course:**

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- *Module C – The Craft of Writing* must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

The components and weightings for Year 12 are mandatory.

<b>Component</b>	<b>Weightings %</b>
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

<b>Course:</b>	<b>English Studies</b>
<b>Units:</b>	2 units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Courses.
<b>Exclusions:</b>	English Standard; English EAL/D; English Extension
<b>Leader of Learning:</b>	Ms Candice Rigg

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This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students who are seeking an alternative to the English Standard course and who intend to proceed from school directly into employment or vocational training.

Due to changes in the English Studies course, students considering choosing this course should be advised that:

- English Studies is now a Stage 6 Board Developed Course with an optional HSC examination
  - Students who complete the course and elect to take the optional Higher School Certificate examination 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.
- 

### **Course Description:**

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

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### **Course Content:**

#### **Year 11:**

- Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment
- Students study 2–4 additional syllabus modules (selected based on their needs and interests)
- Students may also study an optional teacher-developed module.

## Year 12:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis
  - Students study 2–4 additional syllabus modules (selected based on their needs and interests)
  - Students may also study an optional teacher-developed module.
- 

## Course Requirements:

Across the English Studies Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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
- 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
- texts with a wide range of cultural, social and gender perspectives.

## Year 11 and Year 12:

Students are required to:

- read, view, listen to and compose a wide range of texts including print and multimodal texts
- study at least one substantial print text (for example a novel, biography or drama)
- study at least one substantial multimodal text (for example film or a television series)
- 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, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

## Year 12:

**In addition** to the above requirements, students in Year 12 **only** are required to:

- study ONE text from the prescribed text list and one related text for the *Common Module – Texts and Human Experiences*.

## Assessment:

### Preliminary Course:

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

- three assessment tasks the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.

The components and weightings for Year 11 are mandatory.

### HSC Course:

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50
	100

**Course:** English Extension

**Units:** 1 Unit for Year 11 (Preliminary) and Year 12 (HSC). Board Developed Course.

**Prerequisites:** (a) English Advanced  
(b) English Extension 1 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 in Year 12

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

**Leader of Learning:** Ms Candice Rigg

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### **Course Description:**

In the English Extension Year 11 course, 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.

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.

In the English Extension 2 Year 12 course, 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.

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### **Course Content:**

#### **Preliminary Extension 1:**

The course has one mandatory module: *Texts, Culture and Value* as well as a related research project.

#### **HSC English Extension 1:**

English Extension 1 course – The course has one common module, *Literary Worlds*, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.

The electives are:

- Literary homelands
- Worlds of upheaval
- Reimagined worlds
- Literary mindscapes
- Intersecting worlds

## **HSC English Extension 2:**

The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

### **Course Requirements:**

Across Stage 6 the selection of texts should give students experience of the following as appropriate:

- 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
- 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
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

### **Preliminary Course:**

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures
- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

### **HSC Course:**

In the English Extension 1 course students are required to study:

- at least three 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)
- at least TWO related texts.

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation, exploring a range of complex texts during the composition process and documenting this in their Major Work Journal and Reflection Statement.

Students can choose to compose in ONE of the following forms:

- short fiction
- creative non-fiction
- poetry
- critical response
- script – short film, television, drama
- podcasts – drama, storytelling, speeches, performance poetry
- multimedia.

**Assessment:****Extension 1:****Preliminary Course:**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.

**The components and weightings for Year 11 are mandatory.**

**HSC Course:**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material.

The components and weightings for Year 12 are mandatory.

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50
	100

## Extension 2:

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

- assessment will be based on the process of composing the Major Work
- three assessment tasks:
  - a Viva Voce with a weighting of 30%
  - a Literature Review with a weighting of 40%
  - a Critique of the Creative Process with a weighting of 30%
  - the Major Work Journal must be submitted for monitoring with each assessment task

**The components and weightings for Year 12 are mandatory.**

Component	Weighting %
Skills in extensive independent research	50
Skills in sustained composition	50
	100

**\*\* It is recommended that a student only studies one subject that requires a major work.**

<b>Course:</b>	<b>Food Technology</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Peter Sherringham

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### **Course Description:**

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.

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 through the course.

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### **Preliminary Course topics:**

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

### **HSC Course topics:**

- The Australian Food Industry (25%)
  - Food Manufacture (25%)
  - Food Product Development (25%)
  - Contemporary Nutrition Issues (25%)
- 

### **Course Requirements:**

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

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Component	Weightings %
Knowledge and understanding of food technology	20
Skills in researching, analysing and communicating food issues	30
Skills in experimenting with and preparing food by applying theoretical concepts	30
Skills in designing, implementing and evaluating solutions to food situations 20	20
	100

<b>Course:</b>	<b>French Beginners</b>
<b>Unit:</b>	2 Units for each Preliminary and HSC Board Developed courses
<b>Exclusions:</b>	French Continuers; French Extension. Strict eligibility rules apply to the study of this subject.
<b>Leader of Learning:</b>	Ms Carolyn O'Brien

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### Course Description:

In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts

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### Topics:

- Family life, home and neighbourhood
  - People, places and communities
  - Education and work
  - Friends, recreation and pastimes
  - Holidays, travel and tourism
  - Future plans and aspirations
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### Particular Course Requirements: Nil

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### Assessment:

Components	Weightings
Listening Objective 1: Interacting Objective 2: Understanding Texts	30
Reading Objective 1: Interacting Objective 2: Understanding Texts	30
Writing Objective 1: Interacting Objective 2: Producing Texts	20
Speaking Objective 1: Interacting Objective 2: Producing Texts	20
	100

<b>Course:</b>	<b>French Continuers</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Prerequisites:</b>	Stage 5 French or equivalent knowledge is assumed.
<b>Leader of Learning:</b>	Ms Carolyn O'Brien

### Course Description:

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

Prescribed Themes	Mandatory topics
<ul style="list-style-type: none"> <li>The individual</li> </ul>	<ul style="list-style-type: none"> <li>Personal identity</li> <li>Relationships</li> <li>School life and aspirations</li> <li>Leisure and interests</li> </ul>
<ul style="list-style-type: none"> <li>The French-speaking communities</li> </ul>	<ul style="list-style-type: none"> <li>Daily life / lifestyles</li> <li>Arts and entertainment</li> </ul>
<ul style="list-style-type: none"> <li>The changing world</li> </ul>	<ul style="list-style-type: none"> <li>Travel and tourism</li> <li>The world of work</li> <li>Current issues</li> <li>The young people's world</li> </ul>

Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus
- Responding to a variety of written material
- Writing for a variety of purposes
- Studying the culture of French-speaking communities through texts.

### Assessment:

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

Component	Weighting %
Listening and Responding Objective 3	30
Reading and Responding Objectives 1, 2 and 3	30
Writing in [Language] Objective 2	20
Speaking Objectives 1 and 4	20
	100

<b>Course:</b>	<b>Geography</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Robert Taylor

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### **Course Description:**

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

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

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### **Preliminary Course:**

- Biophysical Interactions – how biophysical processes contribute to sustainable management.
- Global Challenges – geographical study of issues at a global scale.
- Senior Geography Project – a geographical study of student's own choosing.

### **HSC Course:**

- Ecosystems at Risk – the functioning of ecosystems, their management and protection.
- Urban Places – study of cities and urban dynamics.
- People and Economic Activity – geographic study of economic activity in a local and global context.

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

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### **Course Requirements:**

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.

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### **Assessment: Assessment components and weightings**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination one task must be the Senior Geography Project with a weighting of 30–40%.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

### Summary of internal Year 11 and Year 12 school-based assessment

<b>Component</b>	<b>Weighting %</b>
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

<b>Course:</b>	<b>History Extension (HSC year only)</b>
<b>Units:</b>	1 Unit HSC Board Developed Course
<b>Prerequisite:</b>	Ancient or Modern History
<b>Leader of Learning:</b>	Mr Robert Taylor

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### **Course Description:**

History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

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### **Topics:**

The course comprises two sections.

#### **Constructing History (Minimum 40 indicative hours)**

- Key Questions:
  - Who are historians?
  - What are the purposes of history?
  - How has history been constructed, recorded and presented over time?
  - Why have approaches to history changed over time?
- Case Studies:
  - Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.

#### **History Project (Maximum 20 indicative hours)**

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.
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### **Particular Course Requirements:**

The course requires students to undertake:

- one case study
  - the development of one History Project.
-

**Assessment:**

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

- three assessment tasks
- one task may be a formal written examination with a weighting of 30%
- one task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- one task must be the History Project – Essay with a weighting of 40%

The components and weightings for Year 12 are mandatory.

<b>Components</b>	<b>Weighting: %</b>
Knowledge and understanding of significant historical ideas and processes	40
Skills in designing, undertaking and communicating historical inquiry and analysis	60
	100

**\*\* It is recommended that a student only studies one subject that requires a major work.**

<b>Course:</b>	<b>Industrial Technology - Furniture Products and Timber Industries</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<b>Leader of Learning:</b>	Mr Peter Sherringham

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### **Course Description:**

Industrial Technology Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include: Automotive Technologies; Electronics Technologies Graphics Technologies; Metals and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.

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### **Preliminary Course topics:**

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

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

### **HSC Course topics:**

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

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

**Assessment:**

<b>Components</b>	<b>Weighting %</b>
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40
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
	100

<b>Course:</b>	<b>Industrial Technology – Multimedia</b>
<b>Units:</b>	2 units for each of Preliminary and HSC Board Developed Courses.
<b>Exclusions:</b>	Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<b>Leader of Learning:</b>	Mr Peter Sherringham

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### **Course Description:**

Industrial Technology Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course. The Focus Areas include: Automotive Technologies; Electronics Technologies Graphics Technologies; Metals and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies

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### **Preliminary Course topics:**

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

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

### **HSC Course topics:**

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

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

### **Course Requirements:**

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

**Assessment:**

<b>Components</b>	<b>Weighting %</b>
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	40
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
	100

**\*\* It is recommended that a student only studies one subject that requires a Major Work.**

<b>Course:</b>	<b>Information Processes and Technology</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Peter Sherringham

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### Course Description:

Information Processes and Technology is the study of computer-based information systems. It focuses on information processes performed by these systems and the information technology that allows them to take place. Social, ethical and non-computer procedures resulting from the processes are considered. Different types of information systems are studied. Through project work, students will create their own information system to meet an identified need.

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### Preliminary Course topics:

- Introduction to Information Skills and Systems (20%)
- Tools for Information Processes (50%)
- Developing Information Systems (30%)

### HSC Course topics:

- Project Management (20%)
  - Information Systems and Databases (20%)
  - Communication Systems (20%)
  - Option Strands (40%) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.
- 

### Course Requirements:

There is no prerequisite study for the 2 Unit Preliminary course. Completion of the 2 Unit Preliminary course is a prerequisite to the study of the 2 Unit HSC course.

The percentage values in each course refer to indicative course time. A minimum of 40% course time is to be devoted to the integration of content into project work in both Preliminary and HSC courses. It is also expected that a significant proportion of time be devoted to integrated practical activities.

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### Assessment:

Components	Weighting %
Project Management	20
Information Systems and Databases	20
Communication Systems	20
Option Strands	40
	100

<b>Course:</b>	<b>Investigating Science</b>
<b>Units:</b>	2 Units for Year 11 (Preliminary) and Year 12 (HSC) Board Developed Courses
<b>Exclusions:</b>	Nil
<b>Note:</b>	The Investigating Science Stage 6 course may be studied as a stand-alone course or in combination with any other science course(s). Students studying Investigating Science as a stand-alone course may select to study Science Extension in Year 12.
<b>Leader of Learning:</b>	Ms Jo Talwar

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### **Course Description:**

The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.

The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.

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### **The Year 11 course consists of four modules:**

- Module 1 Cause and Effect – Observing
- Module 2 Cause and Effect – Inferences and Generalisations
- Module 3 Scientific Models
- Module 4 Theories and Laws

### **The Year 12 course consists of four modules:**

- Module 5 Scientific Investigations
  - Module 6 Technologies
  - Module 7 Fact or Fallacy?
  - Module 8 Science and Society
- 

### **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.

## Assessment:

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 30–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

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

- a maximum of four assessment tasks • the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 30–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

<b>Course:</b>	<b>Legal Studies</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses.
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Robert Taylor

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### **Course Description:**

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates criminal law and human rights. Students also study the effectiveness of the law in achieving justice for shelter and family members.

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### **Preliminary Course:**

- Part I – The Legal System
- Part II – The Individual and the Law
- Part III – The Law in Practice

The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. **This section may be integrated with Part I and Part II.**

### **HSC Course:**

- Core Part I: Crime
- Core Part II: Human Rights
- Part III: Two options

**Two options will be studied:**

- Shelter
  - Family
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**Particular Course Requirements** No special requirements

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### **Assessment: Assessment components and weightings**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%.

## Summary of internal Year 11 and Year 12 school-based assessment

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of legal information, issues and ideas in appropriate forms	20
	100

<b>Course:</b>	<b>Mathematics Standard (Year 11); Mathematics Standard 2 (Year 12); Mathematics Standard 1 (Year 12 only)</b>
<b>Units:</b>	2 units for each of Year 11 and Year 12 Board Developed Courses.
<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 NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:  Area and surface area, Equations, Financial Mathematics, Linear relationships, Non-linear relationships, Probability, Right-angled triangles (Trigonometry), Single variable data analysis, Volume
<b>Exclusions:</b>	Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.
<b>Leader of Learning:</b>	Ms Amanda Conde

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### Course Description:

- The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course or the Mathematics Standard 2 Year 12 course.
- All students studying the Mathematics Standard 2 course will sit for an HSC examination.
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

### The Study of Mathematics Standard 2 in Stage 6:

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

## The Study of Mathematics Standard 1 in Stage 6:

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

#### Year 11 course:

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

#### Year 12 Mathematics Standard 2:

- **Algebra** - Types of Relationships
- **Measurement** - Non-right-angled Trigonometry, Rates and Ratios
- **Financial Mathematics** - Investments and Loans, Annuities
- **Statistical Analysis** - Bivariate Data Analysis, The Normal Distribution
- **Networks** - Network Concepts, Critical Path Analysis

#### Year 12 Mathematics Standard 1:

- **Algebra** - Types of Relationships
- **Measurement** - Right-angled Triangles, Rates, Scale drawings
- **Financial Mathematics** - Investments
- **Statistical Analysis** - Further Statistical Analysis
- **Networks** - Networks and Paths

### Assessment components and weightings

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

<b>Component</b>	<b>Weighting %</b>
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	100

**Course:** **Mathematics Advanced**

**Units:** 2 units for each of Year 11 and Year 12 Board Developed Courses.

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

Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem, Single variable data analysis

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

Non-linear relationships and Properties of Geometrical Shapes.

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

**Leader of Learning:** Ms Amanda Conde

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### **Course Description:**

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

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

## Content:

### Year 11 Course topics and subtopics:

- **Functions** - Working with Functions
- **Trigonometric Functions** - Trigonometry and Measure of Angles, Trigonometric Functions and Identities
- **Calculus** - Introduction to Differentiation
- **Exponential and Logarithmic Functions** - Logarithms and Exponentials
- **Statistical Analysis** - Probability and Discrete Probability Distributions

### Year 12 Course topics and subtopics:

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

### Assessment components and weightings

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

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

**Course:** **Mathematics Extension 1**

**Units:** 1 unit in each of Year 11 and Year 12 Board Developed Courses

**Prerequisites:** The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:  
Polynomials, Logarithms, Functions and Other Graphs, Circle Geometry.

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

**Leader of Learning:** Ms Amanda Conde

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### **Course Description:**

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.

All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

### **Year 11 Course topics:**

- **Functions** - Further Work with Functions, Polynomials
- **Trigonometric Functions** - Inverse Trigonometric Functions, Further Trigonometric Identities
- **Calculus** - Rates of Change
- **Combinatorics** - Working with Combinatorics

### **Year 12 Course topics:**

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

## Assessment components and weightings:

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

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

<b>Course:</b>	<b>Mathematics Extension 2 (HSC only)</b>
<b>Units:</b>	1 unit for the HSC Board Developed Courses
<b>Prerequisites:</b>	The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.
<b>Exclusions:</b>	Students may <b>not</b> study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.
<b>Leader of Learning:</b>	Ms Amanda Conde

**NOTE:** The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject.

### Course Description:

The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.

The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.

All students studying the Mathematics Extension 2 course will sit for an HSC examination.

The study of Mathematics Extension 2 in Stage 6:

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

### Year 12 Course topics:

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

## Assessment components and weightings

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an assignment or investigation-style with a weighting of 15–30%.

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

<b>Course:</b>	<b>Modern History</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Robert Taylor

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### **Course Description:**

The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.

The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.

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### **Year 11 content:**

The Year 11 course comprises three sections.

- Investigating Modern History (60 indicative hours) where students undertake a study of ‘The Nature of Modern History’ through looking at The Construction of Modern Histories and two case studies ‘the Decline and Fall of the Romanovs’ and a school developed study of ‘French Colonialism in Indochina.’
- Historical Investigation (20 indicative hours) where students complete an independent investigation into a topic related to the preliminary course.
- The Shaping of the Modern World (40 indicative hours) - A study of WW1

Historical concepts and skills are integrated with the studies undertaken in Year 11.

### **Year 12 Content:**

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One ‘National Studies’ topic - Russia and the Soviet Union 1917-1941 (30 indicative hours)
- One ‘Peace and Conflict’ topic - Conflict in Indochina 1954-1979 (30 indicative hours)
- One ‘Change in the Modern World’ topic - Apartheid in South Africa 1960–1994 (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.

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**Assessment:**

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%.

**The components and weightings for Year 12 are mandatory****Summary of internal Year 11 and Year 12 school-based assessment**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

<b>Course:</b>	<b>Music 1</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Music 2 and Music Extension
<b>Leader of Learning:</b>	Ms Carolyn O'Brien

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### Course Description:

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

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### Topics Covered:

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

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### Course Requirements:

#### Preliminary Course

Students in the Preliminary Course will develop knowledge and understanding about the use of the musical concepts (Duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) and skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students in the Preliminary Course will study at least THREE topics as outlined in the Music Syllabus.

#### Assessment: Preliminary Course Internal assessment components and weightings

Component	Weighting %
Performance	25
Composition	25
Musicology	25
Aural	25
	100

#### Assessment: Preliminary Course assessment components and weightings

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination

## HSC Course

Students will study music in a variety of contexts. These musical contexts (styles, periods and genres) will be studied through specific topics. Students in the HSC Course will study at least THREE topics as outlined in the Music Syllabus. The topics must be *either* THREE topics which are different from those studied in the Preliminary Course *or* TWO topics which are different from those studied in the Preliminary Course and ONE topic from the Preliminary Course which shows greater depth of understanding, explores new repertoire and includes a comparative study. The Headmaster will be required to certify to this effect. In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the THREE topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NESAs to validate authorship of the submitted work.

### Assessment: HSC Course Internal assessment components and weightings:

Component	Weighting %
Performance Core	10
Composition Core	10
Musicology Core	10
Aural Core	25
Elective 1	15
Elective 2	15
Elective 3	15
	100

### Assessment: HSC examination

External examination	Mark
Written examination - Aural Skills Four short answer questions	30
Practical examination - Core Performance	20*
Electives	60*
	100

\* The marks for the Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

## Music Course 1

### Assessment: HSC Course assessment components and weightings

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

<b>Course:</b>	<b>Personal Development, Health and Physical Education</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Course
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Luke Hill

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### **Course Description:**

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

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

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### **Preliminary Course:**

#### **Core Topics**

- Better Health for Individuals
- The Body in Motion

#### **Optional Component**

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

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

### **HSC Course:**

#### **Core Topics**

- Health Priorities in Australia
- Factors Affecting Performance

#### **Optional Component**

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

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

**Course Requirements:**

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

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**Assessment:**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of: <ul style="list-style-type: none"><li>• factors that affect health</li><li>• the way the body moves</li></ul>	40
Skills in: <ul style="list-style-type: none"><li>• influencing personal and community health</li><li>• taking action to improve participation and performance in physical activity</li></ul>	30
Skills in critical thinking, research and analysis	30
	100

<b>Course:</b>	<b>Physics</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Course
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Ms Jo Talwar

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### **Course Description:**

The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects.

The Year 12 course provides avenues for students to apply the concepts they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.

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### **Content:**

#### **Year 11:**

The Year 11 course consists of four modules.

**Module 1** Kinematics

**Module 2** Dynamics

**Module 3** Waves and Thermodynamics

**Module 4** Electricity and Magnetism

#### **Year 12:**

The Year 12 course consists of four modules.

**Module 5** Advanced Mechanics

**Module 6** Electromagnetism

**Module 7** The Nature of Light

**Module 8** From the Universe to the Atom

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### **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.

## Assessment:

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess: the Working Scientifically skills outcomes:
  - Questioning and Predicting
  - Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

<b>Course:</b>	<b>Software Design and Development</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Computing Applications CEC
<b>Leader of Learning:</b>	Mr Peter Sherringham - Subject offered externally through TAFE

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### **Course Description:**

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

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

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### **Preliminary Course:**

#### **Concepts and Issues in the Design and Development of Software (30%)**

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

#### **Introduction to Software Development (50%)**

- Defining and understanding the problem
- Planning and designing software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

#### **Developing Software Solutions (20%)**

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### **HSC Course:**

#### **Development and Impact of Software Solutions (15%)**

- Social and ethical issues
- Application of software development approaches

#### **Software Development Cycle (40%)**

- Defining and understanding the problem
- Planning and design of software solutions
- Implementing software solutions
- Testing and evaluating software solutions
- Maintaining software solutions

#### **Developing a Solution Package (25%)**

#### **Options (20%)**

Study one of the following options:

- Programming paradigms, **OR**
  - The interrelationship between software and hardware
- 

**Particular Course Requirements:**

There is no prerequisite study for the Preliminary course. Completion of the Preliminary course is a prerequisite for the HSC Course.

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

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Component	Weighting %
Knowledge and skills in the design and development of software solutions	50
Knowledge and skills in the design and development of software solutions	50
	100

<b>Course:</b>	<b>Studies of Religion 1</b>
<b>Units:</b>	1 Unit for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Studies of Religion II
<b>Leaders of Learning:</b>	Mr Anthony Munro, Mr Patrick Fitzgerald (Assistant)

**Course Description:**

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

**Preliminary Course:**

Nature of Religion and Beliefs

- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

Two Religious Traditions Studies: Christianity and Islam

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

**HSC Course:**

Religion and Belief Systems in Australia post-1945

- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

Two Religious Tradition Depth Studies: Christianity, Islam

- Significant people and ideas
- Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

**Assessment:**

Component	Weighting %
Knowledge and understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues in appropriate forms	20
	100

<b>Course:</b>	<b>Studies of Religion II</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Studies of Religion I
<b>Leader of Learning:</b>	Mr Anthony Munro, Mr Patrick Fitzgerald (Assistant)

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### **Course Description:**

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

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### **Preliminary Course:**

#### Nature of Religion and Beliefs

- The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.

#### Three Religious Traditions Studies: Christianity, Islam and Buddhism

- Origins
- Principal beliefs
- Sacred texts and writings
- Core ethical teachings
- Personal devotion/expression of faith/observance.

#### Religions of Ancient Origin

- The response to the human search for ultimate meaning in two religions of ancient origin from:
- Aztec or Inca or Mayan
- Celtic
- Nordic
- Shinto
- Taoism
- an Indigenous religion from outside Australia

#### Religion in Australia pre-1945

- The arrival, establishment and development of religious traditions in Australia prior to 1945.

### **HSC Course:**

#### Religion and Belief Systems in Australia post-1945

- Religious expression in Australia's multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.

#### Three Religious Tradition Depth Studies: Christianity, Islam and Buddhism.

- Significant people and ideas
- Ethical teachings about bioethics or environmental ethics or sexual ethics
- Significant practices in the life of adherents.

Religion and Peace: The distinctive response of two religious traditions to the issue of peace.

Religion and non-religion; The human search for meaning through new religious expression, Non-religious worldviews and the difference between religious and non-religious worldviews.

**Assessment:**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues in appropriate forms	20
	100

<b>Course:</b>	<b>Visual Arts</b>
<b>Units:</b>	2 Units for each of Preliminary and HSC Board Developed Courses
<b>Exclusions:</b>	Projects developed for assessment in any of the Board Endorsed Courses in Ceramics; Photography and Digital imaging; and Visual Design are not to be used either in full or in part for assessment in Visual Arts.
<b>Leader of Learning:</b>	Ms Carolyn O'Brien

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### Course Description:

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

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

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### Preliminary Course:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- the different ways the visual arts may be interpreted and how students might develop their own informed points of view
- how students may develop meaning and focus and interest in their work
- building understandings over time through various investigations and working in different forms.

### HSC Course:

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

### Particular Course Requirements:

#### Preliminary Course:

- the content of practice, conceptual framework, frames
- artworks in at least two expressive forms
- use of a Visual Arts Process Diary
- a broad investigation of ideas in artmaking, art criticism and art history

#### HSC Course:

- the content of practice, conceptual framework, frames
  - development of a body of work and
  - use of a Visual Arts Process Diary
  - a minimum of five Case Studies (4–10 hours each) in art criticism and art history.
-

### Assessment: Preliminary Course assessment components and weightings

Component	Weighting
Artmaking	50
Art criticism and art history	50
	100

### Assessment: Assessment components and weightings

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination

### Assessment: HSC Course assessment components and weightings

Component	Weighting
Artmaking	50
Art criticism and art history	50
	100

**\*\* It is recommended that a student only studies one subject that requires a major project.**

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

(The development of the externally assessed Body of Work in conjunction with the written paper, the combined weighting of the tasks must not exceed 30%)

# VET FRAMEWORK COURSES

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## WORK PLACEMENT INFORMATION

A minimum of 35 hours for the Preliminary and a minimum of 35 for the HSC Course of Work Placement must take place. Students are required to attend their allocated Work Placement for the full amount of time indicated by the employer. Students are required to follow guidelines and policies outlined by the employer and dress according to their requirements. Hours of their Work Placement may vary and be different than that of school and students are still required to attend. Work Placement will take priority over other College events, including sport.

The scheduling of Work Placement should reflect student readiness and complement off-the-job learning programs and will be assigned by the TAS/VET Leader of Learning. Students may or may not be able to attend their Work Placement if they are deemed not ready for Work Placement by their teacher and VET Leader of Learning.

If students are away or cannot attend Work Placement, a medical certificate must be supplied and hours will need to be made up during the school holidays. Students are also required to contact the employer and the College on the morning of their absenteeism.

### Work Placement Particulars

- Construction - Students must have a valid CIC Card and dress in accordance with WHS and Employer Guidelines.
- Hospitality - Students must have a Tool Kit and Hospitality Uniform and dress in accordance with WHS and Employer Guidelines.

<b>Course:</b>	<b>Certificate II in Construction Pathways (240 indicative hours)</b>
<b>Units:</b>	Board Developed Course. A total of 4 Units of credit – Preliminary (2 units) and/or HSC (2 Units) Minimum mandatory work placement – 70 hours Category B status for the Australian Tertiary Admission Rank (ATAR)
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Peter Sherringham

### Course Description:

This provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, tiler, concreter, painter and decorator and wall or floor tiler.

### AQF VET Qualification(s):

Depending on the selection and achievement of units of competency the possible qualification outcomes are:

- Statement of Attainment towards a Certificate II in Construction Pathways (CPC20211)

Summaries of the employability skills developed through these qualifications can be downloaded from:

<http://employabilityskills.training.com.au>

### Units of Competency

Mandatory		Elective – minimum <b>110</b> HSC indicative hours	
Unit code	Unit title	Unit code	Unit title
CPCCCM1012A (20 hrs)	Work effectively and sustainably in the construction industry	CPCCM2004A (20 hrs)	Handle construction materials
CPCCCM1013A (10 hrs)	Plan and organise work	CPCCCA2002B (10 hrs)	Use carpentry tools and equipment
CPCCCM1014A (10 hrs)	Conduct workplace communication	CPCCCA2011A (20 hrs)	Handle carpentry materials
CPCCCM1015A (20 hrs)	Carry out measurements and calculations	CPCCCM2006B (15 hrs)	Apply basic leveling procedures
CPCCCM2001A (20 hrs)	Read and interpret plans and specifications	CPCCBL2001A (25 hrs)	Handle and prepare brick and blocklaying materials
CPCCOHS1001A (20 hrs)	Work safely in the construction industry	CPCCBL2002A (10 hrs)	Use brick and blocklaying tools and equipment
CPCCOHS2001A (15 hrs)	Apply OHS requirements, policies and procedures in the construction industry	CPCCCO2002A (10 hrs)	Use concreting tools and equipment
CPCCCM2005B (20 hrs)	Use construction tools and equipment	CPCCCO2013A (20 hrs)	Carry out concreting to simple forms

## **Recognition of Prior Learning:**

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

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## **Assessment:**

### **Competency-based Assessment:**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

### **HSC Examination:**

Students completing this course are eligible to sit a written HSC Examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

**Please note: Training package may change with qualification update.**

<b>Course:</b>	<b>Certificate II Kitchen Operations Hospitality (240 hours)</b>
<b>Units:</b>	Board Developed Course. A total of 4 Units of credit – Preliminary (2 Units) and/or HSC (2 Units) Minimum mandatory work placement – 70 hours Category B status for the Australian Tertiary Admission Rank (ATAR)
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Mr Peter Sherringham

### Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop generic hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in accommodation services, commercial cookery or food and beverage service. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

### AQF VET Qualification(s)

Statement of Attainment towards Certificate II in Hospitality (Kitchen Operations) (SIT20416)  
Summaries of the foundation skills developed through these qualifications can be downloaded from:  
<http://employabilityskills.training.com.au/>

Units of Competency			
Mandatory		Elective Stream: Kitchen Operations and Commercial Cookery (Compulsory)	
Unit Code	Requirements	Unit Code	Requirements
SITXFSA001 (10 hrs)	Use hygienic practices for food safety	SITHCCC001 (20 hrs)	Use food preparation equipment
SITXWHS001 (15 hrs)	Participate in safe work practices	SITHCCC005 (40 hrs)	Prepare dishes using basic methods of cookery
BSBWOR203 (15 hrs)	Work effectively with others	SITHKOP001 (10 hrs)	Clean kitchen premises and equipment
SITHCCC002 (20 hrs)	Prepare and present simple dishes	SITXFSA002 (15 hrs)	Participate in safe food handling practices

HSC Electives	
Unit code and title	Requirements
<b>Commercial Cookery and Catering</b>	
<b>SITHFAB005</b> (15 hrs)	Prepare and serve espresso coffee
<b>SITHCCC006</b> (25 hrs)	Prepare appetisers and salads
<b>SITHCCC011</b> (20 hrs)	Use cookery skills effectively (This is core for SIT20416 Cert II in Kitchen Operations)
<b>BSBSUS201</b> (15 hrs)	Participate in environmentally sustainable work practices
<b>SITHIND002</b> (20 hrs)	Source and use information on the hospitality industry
<b>Inventory</b>	
<b>SITXINV002</b> (15 hrs)	Maintain the quality of perishable items

### Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

### Assessment:

NESA requires schools/RTOs to submit an estimated examination mark for all students entered for the Hospitality HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal. Refer to the NESA [Assessment Certification Examination \(ACE\) website](#) for further information.

### Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

### HSC Examination:

Students completing this course are eligible to sit a written HSC Examination which may be used in the calculation of an ATAR. 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 an AQF VET Statement of Attainment.

**Please note: Training package may change with qualification update.**

# **Board Endorsed Courses (BEC)**

<b>Course:</b>	<b>Studies in Catholic Thought</b>
<b>Units:</b>	1 Unit for each Preliminary and HSC Board Endorsed Course
<b>Exclusions:</b>	Studies of Religion I, Studies of Religion II
<b>Leader of Learning:</b>	Mr Anthony Munro, Mr Patrick Fitzgerald

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**Course Description:**

Studies in Catholic Thought will invite students to explore the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic tradition with a view to enabling students to be immersed in the wider Catholic tradition. At the same time, Studies in Catholic Thought will develop students' ability to use inquiry skills and reason through engagement with Catholic teachings and literature. Students will come to know how faith and reason fit together in the Catholic Tradition.

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**1 unit course**

Preliminary Course		HSC Course	
The Human Person		The Good Life	
Content	Hours	Content	Hours
Who is a Human Person?	20	Virtue, Vice, Salvation	20
The Trinitarian God and Humanity	20	The Good Works	20
The Re-imagining of Creation	20	The Common Good	20
<b>Total 60</b>		<b>Total 60</b>	

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**Assessment Preliminary Course:**

Task	Type	Weighting %
1	Research Task	15
2	Presentation	15
3	Class Test	20
Total of Assessment Weightings		50

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## Assessment: HSC

Task	Type	Weighting %
1	Presentation	15
2	Multi-Modal Research Task	20
3	Examination	15
	<b>Total of Assessment Weightings*</b>	<b>50</b>

\* Assessment weighting correct as at May 2019. Actual weightings may change prior to the start of the course in 2020.

### Notes:

1. As this is a 1 Unit Board Endorsed Course, students receive a mark out of 50 on their HSC.
2. This course **does not** contribute to a student's ATAR.

# **Content Endorsed Courses (CEC)**

<b>Course:</b>	<b>Marine Studies</b>
<b>Units:</b>	1 Unit Content Endorsed Course
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Ms Jo Talwar

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### **Course Description:**

The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste.

The growing demands of urbanization, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources into the twenty-first century.

Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective.

Marine Studies provides an educational context, linked to the needs of a significantly coastal and waterways-based population, fostering links to tertiary study and vocational pathways. Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine Studies provides for both practical and theoretical learning and students' acquire skills to solve real life problems.

Through Marine Studies students will develop:

- knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
- the ability to cooperatively manage activities and communicate in a marine context
- an ability to apply the skills of critical thinking, research and analysis
- knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
- knowledge, understanding and skills in safe practices in the marine context.

<b>Course:</b>	<b>Photography, Video and Digital Imaging</b>
<b>Unit:</b>	1 Unit Content Endorsed Course
<b>Exclusions:</b>	Nil
<b>Leader of Learning:</b>	Ms Carolyn O'Brien

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

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### **Course Description:**

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of photography, video and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging. Students investigate the Frames (Structural, Subjective, Cultural and Postmodern) and Practice through learning in making, critical and historical studies.

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### **Fields:**

- Modules may be selected in any of the three broad fields of:
- Digital Photography
- Video
- Digital Imaging

### **Modules:**

- Mandatory Module: Work Health and Safety
- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts

An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

**Assessment Components:**

Component	Weighting %
Making	70%
Critical and historical studies	30%
	100%

Assessment components should be a balance between:

- Knowledge and understanding of outcomes and course content
- Skills outcomes and content

**Course Requirements:**

- Students are required to keep a Process Diary throughout the course.
- Be responsible for their colour printing and presentation of works.
- Colour printer.
- A digital camera is mandatory.

<b>Course:</b>	<b>Sport, Lifestyle and Recreation Studies</b>
<b>Units:</b>	1 Unit of Content Endorsed Course for Preliminary and HSC study 2 Units of Content Endorsed Course for Preliminary and HSC study
<b>Exclusions:</b>	NIL
<b>Leader of Learning:</b>	Mr Luke Hill

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

Students who study 1 Unit SLR in Preliminary study are free to study the 1 or 2 Unit SLR course for HSC  
Students who do not study 1 or 2 Unit SLR in Preliminary are free to study 1 or 2 Unit SLR course for HSC

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

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

Through the course students will develop:

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

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

- Aquatics
- Athletics
- First Aid
- Fitness
- Games and Sports Applications I and II
- Gymnastics
- Outdoor Recreation
- Resistance Training
- Sports Administration
- Sports Coaching and Training
- Social Perspectives of Sport
- Healthy Lifestyle

<b>Course:</b>	<b>Visual Design</b>
<b>Unit:</b>	1 Unit Content Endorsed Course
<b>Exclusions:</b>	NIL
<b>Leader of Learning:</b>	Mr Peter Sherringham

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

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### **Course Description:**

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

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgments about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

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### **Main Topics:**

Modules may be selected in any of the four broad fields of:

- graphic design
- wearable design
- product design
- interior/exterior design

The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module I mandatory in any course.

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### **Course Requirements:**

Students are required to keep a diary throughout the course.