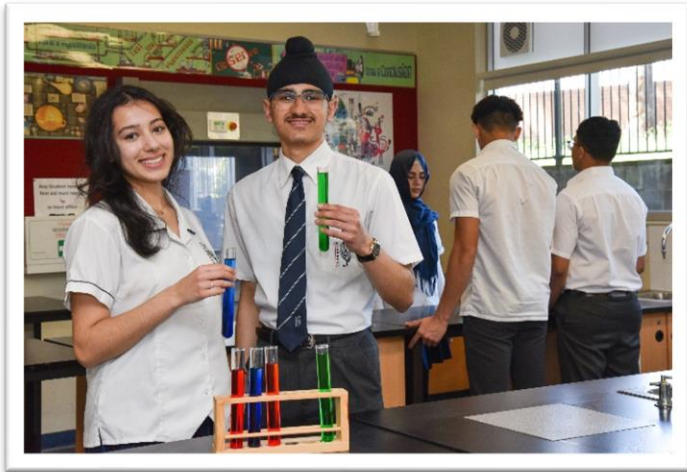




# Glenwood High School



## Subject Selection

*Preliminary 2024  
HSC 2025*

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# Introduction

Stage 6 studies should prove to be both a challenging and exciting time for you as you consolidate the knowledge and skills that you have developed in Years 7 to 10. Not only will you have the opportunity to study a range of interesting subjects, but you will also have the chance to engage in a range of sporting, cultural, leadership and other school experiences. This information booklet provides essential information about the course requirements and prerequisites for different subjects for the Preliminary and Higher School Certificate courses. The school is here to advise students on the recommended sequences of subjects, ensuring that students make informed decisions and avoid any unforeseen complications in their academic progression.

It is important that when choosing subjects that students enjoy and align with their interests is vital for their motivation, engagement, personal growth, and future career paths. However, it is equally important to consider the advice of their class teachers, who bring expertise, experience, and a holistic perspective to guide students in making informed decisions. By combining personal interests with expert advice, students can create a rewarding and successful academic journey. It is important to be realistic about one's strengths and weaknesses and to be motivated about the course of study selected. In addition to school requirements, the NSW Education Standards Authority (NESA), as the body that controls your Stage 6 studies, will expect you to abide by all of its policies and procedures.

Students should seek advice from their teachers, Year Adviser, Careers Adviser and the Deputy Principal.

For students planning tertiary studies, whether at University, TAFE, or Private Tertiary Providers, it is essential to check entry requirements to institutions where students may wish to study. The entry requirements for the various institutions and courses are too numerous to list in this booklet. See the Careers Adviser for up-to-date information.

At Glenwood we always run a range of traditional academic, vocational and creative subjects. Our aim is to have a broad curriculum which best meets the needs of all students. However, not all subjects that are offered necessarily run. Subjects will only operate if there are sufficient staffing and student numbers to do so.

Please note: some subjects have contributions (for equipment, consumables etc.). Please consider these in your selection. The school offers courses for those who have difficulty meeting extra costs.

As an educator, I look forward to continuing to work with you on this academic journey. We are here to support you, provide guidance, and help you thrive in the subjects you choose. Together, we will navigate the challenges, celebrate the successes, and ensure that you receive a well-rounded education that prepares you for a bright future.

Best of luck in the subject selection process, and I am excited to see the wonderful choices you make. Let's continue working together to make the most of your educational experience!

Mrs Sonja Anderson  
Principal

*“By combining personal interests with expert advice, students can create a rewarding and successful academic journey.”*



# Stage 6 Credentialing general information

Stage 6 credentialing recognises thirteen years of schooling. In the interests of greater career choices and increased opportunity at university and TAFE, it offers students a full range of study areas matching individual abilities, interests and goals.

Courses are linked to further education and training beyond school, with extension courses enabling students to undertake more in-depth study in areas of special interest. **Vocational Education and Training (VET)** courses count towards the HSC and also lead to qualifications recognised across a range of industries.

As of 2020, the **NSW Education Standards Authority (NESA)** will offer two different credentials to signify the completion of Stage 6 studies.

- The default Stage 6 credential will be the **Record of School Achievement (RoSA)**.
- The **Higher School Certificate (HSC)** will be the credential issued to students who have met the national minimum standard in NESA testing in reading, writing and numeracy.

The RoSA includes Life Skills courses for students with special education needs.

## *What is the RoSA?*

The Record of School Achievement (RoSA) is the **default credential** awarded to students once they have successfully completed their studies in either Year 10, Year 11 or Year 12, and indicated their intention to leave school, as they transition from school to work or from school to other educational settings.

Students who successfully complete Year 10, 11 or 12 will receive their RoSA from NESA once they leave school. This will display the grades that students were awarded for their Stage 5 curriculum subjects including English, Mathematics, Science, History, Geography, PDHPE and their elective subjects. It will also display information on the courses completed in Year 11 and 12, and the assigned grades, to provide a detailed overview of student achievement.

Students who are planning to leave school after completing Year 10, but before completing Year 12, will have the option of completing the HSC minimum standard test, which will then be reported in the student's RoSA. The RoSA will also record extra-curricular activities that students have participated in to enable students to show this document to potential employers and other education providers. Students are required to log their extra-curricular activities on the NESA website, Up2Now - <https://up2now.net.au/people/login>.

## *What is the HSC minimum standard test?*

As of 2020, students will need to meet the minimum standard in NESA online testing in reading, writing and numeracy to receive the award of HSC.

The standard is set at Level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and numeracy skills needed for everyday tasks and future learning after school. It includes skills for tasks such as following safety instructions in equipment manuals, understanding a mobile phone plan, creating a personal weekly budget and writing a job application.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.



### *Where does the ATAR fit in?*

The **Australian Tertiary Admissions Rank (ATAR)** is a rank calculated by the Universities Admission Centre (UAC). This calculation is based on the best 10 units but must include 2 units of English.

More information is contained in the following online NESA sites:

- *Advice for students choosing HSC courses*  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>
- *About the HSC*  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC>



# Requirements for Stage 6 credentialing

It is a **NESA requirement** that students study and **successfully complete** a minimum of **12 units** of study in the **Preliminary** year, and **10 units** of study in the **HSC** year. Glenwood High School strongly recommends the study of a minimum of **12 units** in the **HSC** year. Students who choose to complete other courses offered externally must do so **in addition** to the 12 units completed at school. Both years **must include the following**:

- At least **6 units** from **Board Developed Courses**, including at least 2 units of a Board Developed Course in English.
- At least three courses of 2 units of value or greater.
- At least four subjects.
- No more than 6 units of Preliminary Science courses, 7 units of HSC Science courses.
- NB: Please be aware, students **do not** have to study Mathematics.

The default Stage 6 credential will be the RoSA. The HSC will be the credential issued to students who have met the HSC minimum standard in NESA testing in reading, writing and numeracy.

In Stage 6 courses, when students meet the minimum standard expected in a 2 unit course they receive a mark of 50. If students have a higher standard of performance they will receive a higher mark.



# What type of courses can I select?

There are different types of courses you can select in Years 11 and 12. All courses contribute to the award of either the RoSA or the HSC, **however not all contribute to an Australian Tertiary Admission Rank (ATAR).**

## BOARD DEVELOPED COURSES

These courses are developed by NESA and help develop and prepare students for a higher level of study at tertiary institutions on completion of their Stage 6 studies. These subjects are **taught at school**. There is a syllabus for each course which contains the course objectives, structure, content and outcomes specific course requirements and assessment requirements.

These courses are **examined externally at the end of the Year 12 course**, and **contribute towards the calculation of the ATAR**.

Some courses in this category are **designed for students with specific interests**. These courses are **more practical orientated and will advance students in chosen career paths**. More than one of these courses may be studied; **these courses can be selected for inclusion in the ATAR**. These subjects may be taught at TAFE and some are taught by the school, and are usually referred to as VET courses.

All TAFE delivered courses are 2 units. Some are Board Developed (ATAR) and some are Board Endorsed (non-ATAR). Students can attend the local TAFE on a Monday and/or Wednesday afternoon. The closest TAFE colleges are Baulkham Hills, Blacktown, Nirimba at Quakers Hill and Mount Druitt. Each course is taught from 2pm to 6pm. If the same course is offered at school and at TAFE, then the school course must be chosen. **All applications must be made through the Careers Advisor.**

Where TAFE attendance conflicts with the school delivered course attendance, **students must commit to catching up with missed work promptly.**

## BOARD ENDORSED/CONTENT ENDORSED COURSES

These courses are more practical and teach skills and competencies that can lead to employment opportunities and can give students advantages in applying for full-time study at TAFE. These courses have syllabuses endorsed by NESA and cater for areas of special interest. Some of these courses are taught at school and some at TAFE.

These courses count towards the RoSA or the HSC, but **have no external examination and therefore they cannot be included in the ATAR.**





# Requirements for the award of the ATAR

ATAR courses are **Board Developed Courses** for which there are **formal examinations conducted by NESA** that lead to a graded assessment. These are the **only courses** that can be included in the ATAR calculations.

The ATAR is a number between 0 and 99.95, with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by the University Admissions Centre (UAC).

An ATAR indicates **a student's position relative to the students who are in the grade**. Therefore, an ATAR of 80.00 indicates that a student has performed well enough in the HSC to place them in the top 20% of the year group. It is important to note that **the ranking depends solely on a student's performance in the HSC year**.

ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC on the day after the HSC results have been issued from NESA.

## *Are you eligible for an ATAR?*

To be eligible for an ATAR, you must **satisfactorily complete 12 Preliminary units and then at least 10 HSC units of Board Developed Courses**. These ATAR courses must include at least:

- 2 units of English.
- Four Board Developed Courses of 2 units.

## *How is your ATAR calculated?*

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your best 2 units of English, and the best 8 units from the remaining units.

***Remember - the ATAR is a rank, not a mark.***



# Board Developed Courses

BOARD DEVELOPED COURSES					
<i>Preliminary and HSC Courses – 2 unit</i>	<i>ATAR</i>	<i>Faculty</i>	<i>Head Teacher</i>	<i>Preliminary Extension Courses – 1 unit</i>	<i>HSC Extension Courses – 1 unit</i>
English Advanced English as an Additional Language or Dialect (EAL/D) English Standard English Studies	✓	English	Mrs Pearce	English Extension	English Extension 1 English Extension 2
Ancient History	✓	HSIE	Mr Hall		History Extension
Biology	✓	Science	Mrs Diamond		
Business Studies	✓	HSIE	Mr Hall		
Chemistry	✓	Science	Mrs Diamond		
Community and Family Studies	✓	Home Economics	Ms Pidgeon		
Dance	✓	CAPA	Mrs McDonald		
Drama	✓	CAPA	Mrs McDonald		
Earth and Environmental Science	✓	Science	Mrs Diamond		
Economics	✓	HSIE	Mr Hall		
Engineering Studies	✓	TAS	Mr Nichols		
Enterprise Computing	✓	TAS	Mr Nichols		
Food Technology	✓	Home Economics	Mrs Pidgeon		
French Beginners	✓	Languages	Mrs Fleurant		
French Continuers	✓	Languages	Mrs Fleurant		
Geography	✓	HSIE	Mr Hall		
Indonesian Continuers	✓	Languages	Mrs Fleurant		
Industrial Technology – Timber	✓	TAS	Mr Nichols		
Industrial Technology – Multimedia	✓	TAS	Mr Nichols		
Investigating Science	✓	Science	Mrs Diamond		
Legal Studies	✓	HSIE	Mr Hall		
Mathematics Standard (Year 11) Mathematics Standard 1 (Year 12) Mathematics Standard 2 (Year 12) Mathematics Advanced	✓	Mathematics	Mrs Nand	Mathematics Extension 1	Mathematics Extension 1 Mathematics Extension 2
Modern History	✓	HSIE	Mr Hall		History Extension
Music 1	✓	CAPA	Mrs McDonald		
Personal Development, Health and Physical Education (PDHPE)	✓	PDHPE	Ms Southall		
Physics	✓	Science	Mrs Diamond		
Society and Culture	✓	HSIE	Mr Hall		
Software Engineering	✓	TAS	Mr Nichols		
Studies of Religion II	✓	HSIE	Mr Hall		
Textiles and Design	✓	Home Economics	Mrs Pidgeon		
Visual Arts	✓	CAPA	Mrs McDonald		

Some points to note in regard to these courses:

- A number of subjects include a research project for either internal or external assessment, for example Visual Arts, Drama, Industrial Technology, etc. Projects developed for assessment in one subject **are not to be used either in full or in part for assessment in any other subject.**
- Students studying Industrial Technology (Metal and Engineering) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- There is only one History Extension course, in the HSC year. It can be studied alongside either the Ancient History or Modern History courses, or both.
- You may not include any more than 6 units of the following science courses in meeting the 12 Preliminary or 10 HSC units: Biology, Chemistry, Physics and Earth and Environmental Science.
- Languages can be undertaken at Secondary College of Languages or NSW School of Languages (i.e. correspondence) if they are not offered at Glenwood High School. There are caps by NSW School of Languages on enrolment numbers. Please be aware, **only one language through NSW School of Languages per student will be supported by the school.**



# Vocational Education and Training (VET)

There are a range of courses that are called **Framework Courses** which can be studied at TAFE. When studied at school, they are 240-hour **Vocational and Educational Training (VET) Courses**.

In undertaking these courses, students must complete **70 hours of work placement over two years** (some do not require this). Students must successfully complete the course by being assessed on whether they have mastered each of the skills (or industry-based competencies) in each of the topics (students will be given a transcript showing this with their HSC). The **final exam is optional, but is required if the results from these courses are to be included in the calculation of an ATAR**. These courses can be taught by the school or at TAFE, with those on option at Glenwood High School contained within the VET section of this booklet and outlined in the table below.

For any questions in regards to these VET courses, seek advice from the VET Coordinator, Mrs Pidgeon. For any questions in regards to Framework Courses (including EVET and TVET), seek advice from the Careers Advisor, Ms Jones.

VET Courses				
<i>Courses</i>	<i>Type of course</i>	<i>Place of study</i>	<i>Work Placement</i>	<i>Compulsory Exam</i>
Entertainment Industry	VET	Glenwood	✓	X
Hospitality – Food and Beverage Services	VET	Glenwood	✓	X
Sport Coaching	VET	Glenwood	✓	X





# Board Endorsed/Content Endorsed Courses

BOARD ENDORSED/CONTENT ENDORSED COURSES				
<i>Courses – 2 unit</i>	<i>Year</i>	<i>ATAR</i>	<i>Faculty</i>	<i>Head Teacher</i>
Ceramics	Preliminary and HSC	X	CAPA	Mrs McDonald
Exploring Early Childhood	Preliminary and HSC	X	Home Economics	Mrs Pidgeon
Photography and Digital Media	Preliminary and HSC	X	CAPA	Mrs McDonald
Sport, Lifestyle and Recreation	Preliminary and HSC	X	PDHPE	Ms Southall
Visual Design	Preliminary and HSC	X	CAPA	Mrs McDonald

These courses have no external examination, but will count towards the HSC. They **do not count towards calculation of the ATAR.**



# HSC Pathways at Glenwood

At Glenwood High School, we offer a comprehensive range of senior subjects. By linking with TAFE, Secondary College of Languages and distance education services, we cater for your specific career needs as well as your interests. We have supporting, caring and flexible staff that is willing to assist you with your subject selections and studies.

## *RoSA or HSC + ATAR – over 2 years*

Recommended for students who plan to attend university and some private colleges.

## *RoSA or HSC – over 2 years*

Recommended for students who intend to go to TAFE, a private college or go directly into the workforce when they leave school. **NB:** some private colleges do require an ATAR.

## *RoSA or HSC – over 3 - 5 years*

This is recommended for students experiencing difficulties who need more time to complete all required Stage 6 units of study. It may also be a suitable pathway for those who have other commitments outside of school, such as representative sport, as it provides additional time to complete the RoSA or HSC.

## *Any of the above + TAFE Award – over 2 - 5 years*

Useful for students who wish to gain advanced standing in a related TAFE course after the HSC. TAFE Awards are also helpful in assisting students to find a cadetship, apprenticeship, traineeship or employment in an industry relating to their TAFE award.

## *Any of the above + NSW School of Languages – over 2 - 5 years*

If you have a particular need or wish to study a language course not offered at school, students may apply to the Principal to study the course by correspondence. The NSW School of Languages will send written, pre-recorded or digital lessons that the student must complete independently. They will need to be a self-motivated, independent worker to successfully complete a course at the NSW School of Languages. Please be aware, **only one language through NSW School of Languages per student will be supported by the school.**

## *Any of the above + Secondary College of Languages – over 2 - 5 years*

Classes are held on Saturday mornings at local high schools. **NB:** these courses are in addition to those studied at Glenwood.

## *Any of the above + School Based Traineeship – over 2 years*

A school-based traineeship prepares students for a career in a particular industry, provides a training wage and skills training both on the job and off the job at school.

***Please see the Careers Advisor if you need help deciding which pathway to select, or would like further information.***



# Assessment and reporting

The Preliminary and HSC reports will provide students and parents with more detailed descriptions of the knowledge, skills and understanding that students have attained in each subject. NSW Education Standards Authority (NESA) is responsible for all the rules and procedures relating to the HSC.

A syllabus package for each course is available on the NESA website, which includes the syllabus content that teachers use to develop teaching programs, relevant examination specifications, sample examination papers and assessment tasks, sample marking guidelines, and a performance scale. The syllabus, along with assessment and examination information and the performance scale, will be used to describe a student's level of achievement, while providing a clear idea of the standards expected.

A student's HSC mark for a 2 unit course will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course, they will receive a mark of 50. Marks gained about 50 will correspond to a level of achievement in knowledge, skills and understanding, and will be reported in Bands 2 – 6. The band from 90 – 100 will correspond to the highest level of achievement.

School-based assessment tasks will contribute to 50% of the overall HSC mark. A student's school assessment mark will be based on their performance in the assessment tasks that they have undertaken during the course. The other 50% will come from the HSC Examination.

On satisfactory completion of the RoSA or HSC, students will receive from NESA a portfolio, containing:

## *RoSA or HSC Testamur*

The official certificate confirming your achievement of all requirements for this award.

## *Record of Achievement*

This document lists the courses studied, and reports the marks and bands achieved.

## *Course Reports*

For every HSC Board Developed Course, students will receive a Course Report showing the marks, performance scale and the band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.





# English Stage 6

English is the only compulsory course to be undertaken in Stage 6. The study of English allows for the development of a range of skills for students, ultimately transferrable across their subjects and post-school options.

Through the study of English in Stage 6 students continue to develop their capacity to understand and use the English language for a variety of purposes and in various textual forms. Students engage with and explore a variety of texts that include widely acknowledged quality literature of past and contemporary societies. Through their responding to and composing of both critical and creative texts, students develop an understanding of themselves and of diverse human experiences and cultures. The study of English in Stage 6 provides students with opportunities to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

NESA, Stage 6 English

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

There are several courses in Stage 6 English:

- English Standard
- English Advanced
- Preliminary Extension
- Extension 1 and Extension 2
  - o These 1 unit courses are studied in addition to the mandatory 2 units of English Advanced (Preliminary and HSC).
  - o English Extension (Preliminary) is prerequisite for English Extension 1 (HSC).
  - o English Extension 1 (HSC) is prerequisite for English Extension 2 (HSC).
  - o Entry into these courses is by invitation only.
- English EAL/D
  - o Please note the **eligibility information** for entry into this course: *The English EAL/D course may be studied by **any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for five years or less prior to commencing the Year 11 course.***
- English Studies
  - o This course offers an **alternate to the Standard course**, providing the 2 units of English required to receive a Higher School Certificate. The **HSC final examination is optional**; students seeking an ATAR must elect to take the optional HSC examination.

***Parents and students are advised that placement into the appropriate English course will be based on demonstrated skills, knowledge, understanding and ability across Year 10.***



## ENGLISH STANDARD

<b>Units</b>	2	<b>Exclusions</b>	English Advanced, English EAL/D, Preliminary Extension, English Extensions 1 and 2, English Life Skills
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### Course Description

The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning. Across the English Standard Stage 6 course students are required to study: a range of types of 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; and texts with a wide range of cultural, social and gender perspectives.

### The Preliminary Course

The course has two sections:

- **Content common** to the Standard and Advanced courses is undertaken through the unit of work called *Common Module: Reading to Write – Transition to Senior English*. Students explore texts and consolidate skills required for senior study. (40 hours of the course content.)
- **Two additional modules**, *Close Study of Literature* and *Contemporary Possibilities*, in which students explore and examine texts and analyse aspects of meaning. (40 hours each of the course content, totalling 80 hours.)

In the Preliminary English (Standard) course students are required to study:

- one complex multimodal or digital text in Module A;
- one substantial literary print text in Module B;
- a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts;
- a wide range of additional texts and textual forms.

### The HSC Course

The course has two sections:

- The **HSC Common Content** consists of one module, *Common Module: Texts and Human Experiences*, 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. (25% of the course content, totalling 30 hours.)
- **Three additional modules** (*Module A: Language, Identity and Culture*; *Module B: Close Study of Literature*; *Module C: The Craft of Writing*) emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers. (75% of the course content, totalling 90 hours.)

In the HSC English (Standard) 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*.

### Assessment

External Assessment – HSC Examination	Weighting
Paper 1 – 1.5hrs + 10min reading <i>Common Module – Texts and Human Experiences</i>	40%
Paper 2 – 2hrs + 5min reading <i>Module A – Language, Identity and Culture</i> <i>Module B – Close Study of Literature</i> <i>Module C – The Craft of Writing</i>	60%

### Contributions

Nil

## ENGLISH ADVANCED

<b>Units</b>	2	<b>Exclusions</b>	English Standard, English EAL/D, English Studies, English Life Skills
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### Course Description

In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning. 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 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; and texts with a wide range of cultural, social and gender perspectives.

### The Preliminary Course

The course has two sections:

- **Content common** to the Standard and Advanced courses is undertaken through the unit of work called *Common Module: Reading to Write – Transition to Senior English*. Students explore texts and consolidate skills required for senior study. (40 hours of the course content.)
- **Two additional modules**, *Critical Study of Literature* and *Narratives that Shape our World*. Students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. (40 hours each of the course content, totalling 80 hours)

In the Preliminary English (Advanced) course students are required to study:

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

### The HSC Course

The course has two sections:

- The **HSC Common Content** consists of one module, *Common Module: Texts and Human Experiences*, 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. (25% of the course content, totalling 30 hours.)
- **Three additional modules** (*Module A: Textual Conversations*; *Module B: Critical Study of Literature*; *Module C: The Craft of Writing*) emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued. (75% of the course content, totalling 90 hours.)

In the HSC English (Advanced) course students are required to study:

- at least four of prescribed text, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film or media or a nonfiction texts 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

External Assessment – HSC Examination	Weighting
Paper 1 – 1.5hrs + 10min reading <i>Common Module – Texts and Human Experiences</i>	40%
Paper 2 – 2hrs + 5min reading <i>Module A – Textual Conversations</i> <i>Module B – Critical Study of Literature</i> <i>Module C – The Craft of Writing</i>	60%

### Contributions

Nil

## ENGLISH EXTENSION (PRELIMINARY) ENGLISH EXTENSIONS 1 AND 2 (HSC)

<b>Units</b>	1 (each)	<b>Exclusions</b>	English Standard, English EAL/D, English Studies, English Life Skills
<b>Corequisites</b>	English Advanced (Preliminary and HSC) for all Extension English courses		
<b>Prerequisites</b>	English Extension (1 unit – Preliminary) prerequisite for English Extension 1 in Year 12 English Extension 1 (1 unit – HSC) prerequisite for English Extension 2		

### Course Description

The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.

The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

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, and integrated modes of reading, writing, listening, speaking, writing and representing as appropriate.

### The Preliminary Course

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.

The course has:

- **one mandatory module:** *Texts, Culture and Value*. The course teacher will prescribe ONE text from the past and its manifestations in one or more recent cultures. Students select ONE text and its manifestations in one or more recent cultures. (40 hours of course content.)
- **a related research project.** Students research a range of texts as part of their independent research project. (20 hours of course content.)

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.

### The HSC Course – English Extension 1

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.

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. (60 hours of course content.) The electives are:

1. Literary Homelands
2. Worlds of Upheaval
3. Reimagined Worlds
4. Literary Mindscapes
5. Intersecting Worlds

Students are required to study:

- at least THREE prescribed texts for the elective study which must include two print texts
- at least TWO related texts.

## ***The HSC Course – English Extension 2***

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

Students are required to:

- complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. (60 hours of course content.)

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

- short fiction
- creative nonfiction
- poetry
- critical response
- script (short film, television, drama)
- podcasts (drama, storytelling, speeches, performance poetry)

### ***Assessment***

#### ***English Extension 1***

<i>External Assessment (HSC Examination)</i>	<i>Weighting</i>
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Written Examination – 2hrs + 10min reading	100%
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#### ***English Extension 2***

<i>Assessment (Major Work)</i>	
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<i>External Assessment</i>	<i>Weighting</i>
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Submission of Major Work	100%
Submission of Reflection Statement	

### ***Contributions***

Nil
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## ENGLISH STUDIES

<b>Units</b>	2	<b>Exclusions</b>	English Standard, English Advanced, English EAL/D, Preliminary Extension, English Extensions 1 and 2, English Life Skills
<b>Optional Examination</b>	15125 English Studies (2 units – HSC) students who intend to undertake the optional HSC Examination must also be enrolled in 15126 English Studies (2 units – HSC).		

### Course Description

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. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.

Across the English Studies Stage 6 course students are required to study: 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; and a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.

### Additional Information

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

### The Preliminary Course

The course has two sections:

- 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 **two to four additional syllabus modules** (selected by the course teacher based on student needs and interests).
- Students may also study an optional teacher-developed module.

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.

## The HSC Course

The course has two sections:

- 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 **two to four additional syllabus modules** (selected by the course teacher based on student needs and interests).
- Students may also study an optional teacher-developed module.

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.

**In addition, 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

### External Assessment – HSC Examination

### Weighting

Written Examination – 2.5hrs + 10min reading  
Sections 1 and 2 – Common Module: *Texts and Human Experiences*  
Section 3 – Elective Module  
Section 4 – Writing Skills

100%

## Contributions

Nil

# Board Developed Courses

## ANCIENT HISTORY

<b>Units</b>	2	<b>Exclusions</b>	Nil
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### Course Description

Ancient History involves the study of at least two of the following areas; Egypt, Near East, Greece and Rome in both the Preliminary and HSC Courses.

The Preliminary Course is structured for students to investigate;

- people, groups, events, institutions, societies and historical sites.
- archaeological and written evidence and the methods used by historians and archaeologists in case studies and in the study of ancient societies.

In the HSC Course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

### The Preliminary Course

<b>Part I: Investigating Ancient History</b>	<b>50%</b>
(a) The Nature of Ancient History	
(b) Case Studies	
<b>Part II: Features of Ancient Societies</b>	<b>33%</b>
<b>Part III: Historical Investigation</b>	<b>17%</b>

### The HSC Course

<b>Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum</b>	<b>25%</b>
<b>Part II: Ancient Societies</b>	<b>25%</b>
<b>Part III: Personalities in Their Times</b>	<b>25%</b>
<b>Part IV: Historical Periods</b>	<b>25%</b>
- Students must make their selections in the HSC Course from at least two of the following areas; Egypt, Near East, Greece and Rome.	

### Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 3-hour written examination plus reading time:	
Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum	25%
Part II: Ancient Societies	25%
Part III: Personalities in Their Times	25%
Part IV: Historical Periods	25%

### Contributions

Nil

# BIOLOGY

**Units** 2

**Exclusions** Nil

## Course Description

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

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

## The Preliminary Course

### Module 1 - Ecosystem Dynamics

The interactions between organisms and their environment

### Module 2 - Cells as the Basis of Life

The structure and function of cells.

### Module 3 - Organisation of Living Things

The coordinated activities of cells, tissues and organs in a variety of unicellular and multicellular organisms.

### Module 4 - Biological Diversity

Biological processes that contribute to the diversity of life on Earth.

## The HSC Course

### Module 5 - Heredity

The role of DNA in reproduction and inheritance within organisms, including current and future applications of genetic research.

### Module 6 - Genetic Change

Natural and human-induced causes and effects of genetic change in the context of current biotechnology.

### Module 7 - Infectious Disease

Examines the treatment, prevention, and control of infectious disease in the context of human immunity and modern medicine.

### Module 8 - Non-infectious Disease

Examines the multidisciplinary nature of science applications regarding physiology and engineered solutions to problems related to the management of human disorders.

## Particular Course Requirements/Depth Studies

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities comprising of a minimum of 15 hours of in-class time in both Year 11 and Year 12.

Depth studies provide opportunities for students to pursue their interests in physics, acquire a depth of understanding, and take responsibility for their own learning. They allow for the demonstration of a range of Working Scientifically skills.

## Assessment

### External Assessment – HSC Examination

A 3-hour written examination plus reading time:  
Section I  
Section II –  
There will be 20 to 25 items.  
At least two items will be worth 7 to 9 marks.

### Weighting

20%  
80%

## Subscriptions

\$33 per year (Edrolo subscription, paid independently to Edrolo)



# BUSINESS STUDIES

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## Course Description

Business studies explores the nature, management and planning of businesses within our society. Students investigate the functions of operations, marketing, finance and human resources through an array of hypothetical and real enterprises.

Students develop a vital set of skills such as creative thinking, problem solving, communication and research.

## The Preliminary Course

- Nature of Business	30%
- Business Management	40%
- Business Planning	30%

## The HSC Course

- Operations	25%
- Marketing	25%
- Finance	25%
- Human Resources	25%

## Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 3-hour written examination plus reading time:	
Section I – 20 Multiple Choice	
Section II – Approximately 5 Short Answer questions	20%
Section III – 1 Business report	40%
Section IV – 1 Extended Response	20%
	20%

## Contributions

Nil

# CHEMISTRY

**Units** 2

**Exclusions** Nil

## Course Description

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

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

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

## The Preliminary Course

### Module 1 - Properties and Structure of Matter

Students analyse trends and patterns in relation to the properties of pure substances and use these to predict the properties of other pure substances.

### Module 2 - Introduction to Quantitative Chemistry

Chemists must be able to quantify reactions to make predictions about yields and communicate with specific audiences for specific purposes using nomenclature, genres and modes unique to the discipline.

### Module 3 - Reactive Chemistry

All chemical reactions involve the creation of new substances and associated energy transformations. These reactions are harnessed and controlled by chemists to produce substances that lead to the development of useful products.

### Module 4 - Drivers of Reactions

Students investigate factors that initiate and drive a reaction. They examine the relationship between enthalpy and entropy in calculating the Gibbs free energy. They also examine the roles that enthalpy and entropy play in the spontaneity of reactions.

## The HSC Course

### Module 5 - Equilibrium and Acid Reactions

### Module 6 - Acid/base Reactions

### Module 7 - Organic Chemistry

### Module 8 - Applying Chemical Ideas

## Particular Course Requirements/Depth Studies

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities comprising of a minimum of 15 hours of in- class time in both Year 11 and Year 12.

Depth studies provide opportunities for students to pursue their interests in physics, acquire a depth of understanding, and take responsibility for their own learning. They allow for the demonstration of a range of Working Scientifically skills.

## Assessment

### External Assessment – HSC Examination

### Weighting

A 3-hour written examination plus reading time:

Section I

20%

Section II

80%

## Subscriptions

\$33 per year (Edrolo subscription, paid independently to Edrolo)

# COMMUNITY AND FAMILY STUDIES

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature of individuals, groups and communities in relation to the changing nature of Australian society by examining the interrelated factors that affect well-being.

## The Preliminary Course

- **Resource Management** - the contributions of needs and wants, resources, communication, decision making and management on well-being (approx. 20% of course time).
- **Individuals and Groups** - The individual's roles, relationships and tasks within groups including the emergence of leadership and conflict within groups (approx. 40% of course time).
- **Families and Communities** - family structures and functions and the interaction between family and community (approx. 40% of course time).

## The HSC Course

- **Research Methodology** - research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** - the characteristics and needs of specific groups within the community (approx. 25% of course time). Groups studied include youth, rural and remote families, aged, homeless people and sole parents.
- **Parenting and Caring** - the skills required and issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approx. 25% of course time).
- **HSC Option Modules (Select one of the following (approximately 25% of course time)):**
  - Family and Societal Interactions** - Government and community structures that support and protect family members throughout their lifespan.
  - Social Impact of Technology** - The impact of evolving technologies on individuals and lifestyle.
  - Individuals and Work** - Contemporary issues confronting individuals as they manage roles within both their family and work environments.

## Particular Course Requirements

As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

## Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 3-hour written examination plus reading time: <b>Section I</b> Part A – Multiple choice Part B – Short answer <b>Section II</b> Three questions, one on each of the HSC option modules: Family and Societal Interactions, Social Impact of Technology, Individuals and Work Candidates attempt one question	20% 55%  25%
<i>Internal Assessment</i>	<i>Weighting</i>
Knowledge and understanding of course content Skills in critical thinking, research methodology, analysing and communicating	40% 60%

<b>Contributions</b>	Nil
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# DANCE

**Units** 2

**Exclusions** Nil

## Course Description

Dance is designed for students to experience, understand and value dance as an art form through the study of performance, composition and appreciation of dance. The course offers students the opportunity to develop understanding, skills and attitudes in relation to the core areas of performance, composition and appreciation. This will be acquired through creating, performing, viewing and analysing in relation to technique, space, time, dynamics, relationships, theme and historical influences. Students will be inducted into the use of the process journal as a site for recording works in progress; the decisions and experiments that have contributed to the final form of the work and also keep track of safe dance aspects of the work. The three core areas and the one major study are integrated in a way that interrelate each study focus to assist with the achievement of greater understanding and application.

## The Preliminary Course

- Performance: Safe dance practices, Dance technique.
- Composition: Elements of dance, generating movement, organising a choreographic work.
- Appreciation: Dance in Australia, Dance analysis

## The HSC Course

- Performance (Core): Performance dance.
- Composition (Core): Choreographing the work
- Appreciation (Core): Analysis, writing and criticism
- Major Study

## Particular Course Requirements

In the HSC course students are required to:

- Perform a dance work with safe dance considerations.
- Choreograph on another student, a work exploring the elements of dance devised in response to a specific context/intent.
- Critically appraise and evaluate prescribed dance works of art.
- Choose an area to undertake an in-depth study of dance, either Performance, Composition, Appreciation or Dance and Technology.

## Assessment

### External Assessment – HSC Examination

	Weighting
Core Performance: Practical examination	20%
Core Composition: Practical examination	20%
Core Appreciation: Written examination	20%
Major Study	40%

## Consumable costs

\$30 per year



# DRAMA

**Units** 2

**Exclusions** Nil

## Course Description

Senior Drama is a multifaceted course that gives students the opportunity to pursue their interests in areas such as performance, scriptwriting, reviewing, directing and costume and set design. The course develops 21<sup>st</sup> century skills, including critical and creative thinking, flexibility, collaboration, and communication, while providing a space to demonstrate initiative and leadership. The 2-unit course is open to all students, including those studying Drama for the first time.

## The Preliminary Course

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

## The HSC Course

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

## Particular Course Requirements

The Preliminary Course builds the foundation skills necessary for the successful achievement of all outcomes in the HSC Course. In the study of theory, all students participate in practical workshop activities and performances to enhance their understanding of the material studied in the prescribed topics. In preparing for the Group Performance, a published list is used as a starting point for the actors. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC Course. Students choosing Design or Directing must base their work on a play from the prescribed list.

## Assessment

### External Assessment – HSC Examination

### Weighting

Group Presentation	30%
Individual Project	30%
1.5 hour written examination comprising of two compulsory sections: Australian Drama and Theatre Studies in Drama and Theatre	40%

## Consumable costs

\$50 per year

# EARTH AND ENVIRONMENTAL SCIENCE

**Units** 2

**Exclusions** Nil

## Course Description

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.

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

## The Preliminary Course

### Module 1 - Earth's Resources

Students explore the significance of the work of geologists in relation to the mining of non-renewable resources. They also explore technologies used to gather and interpret data, including absolute and relative dating of rocks.

### Module 2 - Plate Tectonics

Students learn how the theory of plate tectonics can explain not only the location and causes of earthquakes and volcanoes, but also the location of mountain ranges and deep ocean floor trenches. This theory also helps to explain many aspects of climate, evolution and extinction.

### Module 3 - Energy Transformations

Earth's processes require energy. Students learn that this energy may be transformed from one form into another or transferred between objects. They relate this to processes between and within the Earth's spheres, plate tectonics and climate phenomena.

### Module 4 - Human Impacts

Students study the efficient use of resources and the rehabilitation of damaged ecosystems.

## The HSC Course

### Module 5 - Earth's Processes

Students learn about past evolution and mass extinction events in relation to the geological timescale. Information about climate and natural cycles of change will be inferred, especially in relation to the plate tectonic supercycle.

### Module 6 - Hazards

Students will explore the use, development and analysis of seismic data in order to examine significant seismic events. Opportunities to form evidence-based opinions on, and develop strategies to manage, the effects of climate variation in the future.

### Module 7 - Climate Science

Students examine the mechanisms and scientific evidence for climate variation. They distinguish between evidence of natural processes and anthropogenic influences. Students are provided with

### Module 8 - Resource Management

Australia is rich in both renewable and non-renewable natural resources. Students examine how the extraction and disposal of waste can greatly impact on the surrounding environment, affecting the quality and availability of renewable resources such as water and living organisms.

## Assessment

*External Assessment – HSC Examination*

*Weighting*

A 3-hour written examination plus reading time:

Section I – Multiple Choice

20%

Section II

80%

## Subscriptions

\$33 per year (Edrolo subscription, paid independently to Edrolo)

# ECONOMICS

**Units** 2

**Exclusions** Nil

## Course Description

The study of Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment and 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 economies. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

## The Preliminary Course

- |                             |     |
|-----------------------------|-----|
| - Introduction to Economics | 10% |
| - Consumers and Business    | 10% |
| - Markets                   | 20% |
| - Labour Markets            | 20% |
| - Financial Markets         | 20% |
| - Government in the Economy | 20% |

## The HSC Course

- |   |     |
|---|-----|
| - The Global Economy                      | 25% |
| - Australia's Place in the Global Economy | 25% |
| - Economic Issues                         | 25% |
| - Economic Policies and Management        | 25% |

## Assessment

### External Assessment – HSC Examination

### Weighting

A 3-hour written examination plus reading time:

Section I – 20 Multiple Choice

Section II – 4 Short Answer

Section III – 1 Stimulus-based Extended Response

Section IV – 1 Extended Response

20%

40%

20%

20%

## Contributions

Nil

## ENGINEERING STUDIES

<b>Units</b>	2	<b>Exclusions</b>	Nil
<b>Prerequisites</b>	Advanced Mathematics (5.3) in Stage 5 and studying Advanced Mathematics in Year 11		

### **Course Description**

Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.

### **The Preliminary Course**

Students undertake the study and develop a component of an engineering report and a complete engineering report.

- Three application modules (based on engineered products). At least one product is studied from each of the following categories: engineering fundamentals; engineered products; and braking systems (component of an engineering report based on Household item).
- One focus module relating to the field of Biomedical Engineering (complete engineering report).

### **The HSC Course**

Students undertake the study of 4 modules (application and focus) and develop an engineering report from Civil, Transport and Aeronautical engineering.

- Two application modules (based on engineered products). At least one product is studied from each of the following categories: Civil Structures; Personal and Public Transport
- Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

### **Particular Course Requirements**

Students develop an engineering report for each module studied.  
At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

### **Assessment**

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 3-hour written examination plus reading time: Section I Section II There will be approximately seven short-answer questions. Questions will contain parts. There will be approximately 25 items in total. At least two items will be worth from 6 to 8 marks.	20% 80%

### **Consumable costs**

Year 11 - \$20  
Year 12 - \$20

# ENTERPRISE COMPUTING

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## Course Description

The study of *Enterprise Computing 11–12* enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.

Students are encouraged to develop an entrepreneurial mindset by working collaboratively, growing specialised communication skills, and applying system, design and computational thinking skills. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.

Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students perform project work and apply their knowledge and skills in: interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Enterprise Computing encourages the understanding of the implications of responsible and ethical application of digital systems, and the application of appropriate standards in the development of solutions. Students learn about the technologies that support enterprise-based information systems. As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.

## The Preliminary Course

The Year 11 course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications. Topics include Interactive media and the user experience, networking systems and social computing and principles of cybersecurity.

## The HSC Course

The Year 12 course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills. Topics include data science, data visualisation, intelligent systems and the enterprise project

## Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
Written paper	100%
<i>Internal Assessment</i>	<i>Weighting</i>
Assessment based on the HSC course content, including project work, displaying knowledge and understanding outcomes and course content and skills outcomes and content.	100%

<b>Contributions</b>	\$20
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# FOOD TECHNOLOGY

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## **Course Description**

Students will develop knowledge and understanding about:

- food systems, production, processing and consumption of food in our society
- the nature of food and human nutrition
- the importance of food to health and its impact on society

Skills will be developed in:

- researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

## **The Preliminary Course**

- |                                   |     |
|-----------------------------------|-----|
| - Food Availability and Selection | 30% |
| - Food Quality                    | 40% |
| - Nutrition                       | 30% |

## **The HSC Course**

- |  |     |
|--|-----|
| - The Australian Food Industry         | 15% |
| - Food Manufacture                     | 30% |
| - Food Product Development             | 30% |
| - Contemporary Food Issues – Nutrition | 25% |

## **Assessment**

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
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A 3-hour written examination plus reading time.	100%
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<i>Internal Assessment</i>	<i>Weighting</i>
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Knowledge and understanding of course content	40%
Knowledge and skills in designing, researching, analysing and evaluating	30%
Skills in experimenting with and preparing food by applying theoretical concepts	30%

## **Consumable costs**

Year 11 - \$90	
Year 12 - \$120	

## FRENCH BEGINNERS

<b>Units</b>	2	<b>Exclusions</b>	Students who have studied French in Years 9 and 10, students who are native speakers, French Continuers.
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### Course Description

In the Preliminary Course students will begin to develop their knowledge and skills to communicate actively in French in both personal and interpersonal situations. Concurrently they will develop their understanding of language and culture and its interdependence.

In the HSC course students will refine their skills in listening, speaking, reading and writing as they interpret and respond to a variety of texts within the differing contexts of the topics studied.

This course can lead to opportunities for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### Main Topics Covered

The prescribed topics are studied throughout the Preliminary and HSC Course from TWO interdependent perspectives.

- The perspective, *The personal world*, will enable students to use French to express and share ideas about experiences and activities relating to daily life in their own world.
- The perspective, *The French-speaking communities*, will enable students to learn about the many French-speaking communities across the world.

### Prescribed Topics

Family life, home and neighbourhood

Education and work

Holidays, travel and tourism

People, places and communities

Friends, recreation and pastimes

Future plans and aspirations

In our increasingly globalised world, companies are seeking employees who have intercultural knowledge and language skills. Many new university courses combine Language study with other disciplines for example, business, science, project-management, environmental studies, and international development.

Language study accelerates the development of verbal and non-verbal communication skills, as well as higher-order thinking, and decoding skills. In addition, students develop improved literacy and understanding in their first language as well as a culturally enriched worldview.

Assessment tasks are mostly class based and there are no essays, research assignments or portfolios to complete. Systematic revision of vocabulary and language structures ensures student progress.

The use of dictionaries is a requirement for this course and approved dictionaries will be permitted in examinations.

### Particular Course Requirements

The language to be used is the modern standard of French.

### Assessment

#### External Assessment – HSC Examination

Oral Examination: 5 minute conversation

Written Examination:

Section I – Listening

Section II – Reading

Section III – Writing in French

#### Weighting

20%

30%

30%

20%

### Subscriptions

\$33 per year (Language Perfect subscription, paid independently to Language Perfect)

# FRENCH CONTINUERS

<b>Units</b>	2	<b>Exclusions</b>	French Beginners
<b>Prerequisites</b>	Stage 5 French or equivalent knowledge is assumed		

## Course Description

The Continuers course can lead to opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

Students' existing 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 of the course. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.

## Main Topics Covered

### Themes:

**The Individual** - This theme enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. This theme also enables students to study topics from the perspective of other individuals.

**The French-Speaking Communities** – This theme explores topics from the perspective of groups within these communities as a whole and encourages students to reflect on their own and other cultures.

**The Changing World** – This theme enables students to explore change as it affects aspects of the world of work and other topics, such as youth and social issues, the environment and changing technology.

These themes will be explored through the integrated use of the four skills: listening, speaking, reading and writing. Students will experience different styles of communication, including songs, films, magazine excerpts, online learning platforms and newspaper and internet articles, as well as their base textbooks.

In our increasingly globalised world, companies are seeking employees who have intercultural knowledge and language skills. Many new university courses combine Language study with other disciplines for example, business, science, project-management, environmental studies, and international development.

Language study accelerates the development of verbal and non-verbal communication skills, as well as higher-order thinking, and decoding skills. In addition, students develop improved literacy and understanding in their first language as well as a culturally enriched worldview.

Assessment tasks are mostly class based and there are no essays, research assignments or portfolios to complete. Systematic revision of vocabulary and language structures ensures student progress. The use of dictionaries is a requirement for this course and approved dictionaries will be permitted in examinations.

## Particular Course Requirements

The language to be used is the modern standard of French.

## Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
Oral Examination: 10 minute conversation	20%
A 3-hour written examination plus reading time:	
Listening and Responding	30%
Reading	30%
Writing in French	20%

<b>Subscriptions</b>	\$33 per year (Language Perfect subscription, paid independently to Language Perfect)
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# GEOGRAPHY

**Units** 2

**Exclusions** Nil

## Course Description

The **Preliminary Course** draws on contemporary developments in biophysical and human geography and refines students' knowledge and understanding about the spatial and ecological dimensions of geography. It uses enquiry methodologies to investigate the unique characteristics of our world through fieldwork, mastery of geographical skills and the study of contemporary geographical issues.

The HSC Course enables students to understand and appreciate geographical perspectives about the contemporary world. It draws on rigorous academic tradition in the discipline of Geography, with specific studies about biophysical and human processes, interactions and trends.

## The Preliminary Course

- |                                  |      |
|----------------------------------|------|
| - Earth's Natural Systems        | 40hr |
| - People, Patterns and Processes | 40hr |
| - Human-Environment Interactions | 20hr |
| - Geographical Investigation     | 20hr |

★ 12 mandatory hours of fieldwork

## The HSC Course

- |                                   |       |
|-----------------------------------|-------|
| - Global sustainability           | 33.3% |
| - Rural and urban places          | 33.3% |
| - Ecosystems and global diversity | 33.3% |

## Particular Course Requirements

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

Key skills incorporated across all topics.

## Assessment

External Assessment – HSC Examination	Weighting
A 3-hour written examination plus reading time:	
Section I – 20 Multiple Choice	20%
Section II – 3-5 Varied Format Short Answer	40%
Section III – Choice of 2 out of 3 Extended Responses	40%

## Contributions

Nil

## HISTORY EXTENSION (HSC)

<b>Units</b>	1	<b>Exclusions</b>	Nil
<b>Prerequisites</b>	Students will be <i>invited</i> into this course based upon their performance in Ancient and/or Modern History in their Preliminary year. Students <u>must</u> continue their study in senior history in order to be eligible to undertake and continue study in History Extension.		

### 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.

### The HSC Course

The course comprises two sections:

#### Constructing History

- **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

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

### Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 2-hour written examination in 2 sections: Section I – 25 marks; one extended-response question exploring issues of historiography Section II – 25 marks; one extended-response question analysing issues with specific reference to the case study	100%
<i>Internal Assessment</i>	<i>Weighting</i>
History Project	70%
Trial Examination	30%

### Contributions

Nil



## INDONESIAN CONTINUERS

<b>Units</b>	2	<b>Exclusions</b>	Indonesian Beginners
<b>Prerequisites</b>	Stage 5 Indonesian or equivalent knowledge is assumed		

### Course Description

The Continuers course provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

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

### Main Topics Covered

#### Themes:

**The Individual** - This theme enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. This theme also enables students to study topics from the perspective of other individuals.

**The Indonesian-Speaking Communities** – This theme explores topics from the perspective of groups within these communities as a whole and encourages students to reflect on their own and other cultures.

**The Changing World** – This theme enables students to explore change as it affects aspects of the world of work and other topics, such as youth and social issues, the environment and changing technology.

These themes will be explored through the integrated use of the four skills; listening, speaking, reading and writing. Students will experience different styles of communication, including songs, films, magazine excerpts, online learning platforms and newspaper and internet articles, as well as their base textbooks.

In our increasingly globalised world, companies are seeking employees who have intercultural knowledge and language skills. Many new university courses combine Language study with other disciplines for example, business, science, project-management, environmental studies, and international development.

Language study accelerates the development of verbal and non-verbal communication skills, as well as higher-order thinking, and decoding skills. In addition, students develop improved literacy and understanding in their first language as well as a culturally enriched worldview.

Assessment tasks are mostly class based and there are no essays, research assignments or portfolios to complete.

Systematic revision of vocabulary and language structures ensures student progress.

The use of dictionaries is a requirement for this course and approved dictionaries will be permitted in examinations.

### Particular Course Requirements

The language to be used is the modern standard of Indonesian.

### Assessment

External Assessment – HSC Examination	Weighting
Oral Examination: 10 minute conversation	20%
A 3-hour written examination plus reading time:	
Listening and Responding	30%
Reading	30%
Writing in Indonesian	20%

### Fees

\$33 per year (Language Perfect subscription, paid independently to Language Perfect)

# INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

<b>Units</b>	2	<b>Exclusions</b>	Industrial Technology – Metal and Engineering Technologies, Graphics Technologies, Multimedia Technologies
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## **Course Description**

Through the processes of design, planning and production of practical projects, Industrial Technology offers students the opportunity to study technologies, materials and equipment as utilised in the timber and furniture industry. Central to this focus area, lies the development of skills, the acquisition of knowledge and an understanding of the role industry plays in today's society.

This subject is largely 'hands on' and provides the student with valuable pre-requisites and pathways to undertake further study at university or link with institutions delivering industry training. At the basic level it provides an excellent introduction into such areas as cabinet making, carpentry, furniture manufacturing and timber fabrication.

## **The Preliminary Course**

- Study of the organisation and management of an individual business within the timber industry
- Design, construction and development of a number of projects
- Acquiring a range of communication skills:
  - o computer based technologies
  - o graphical skills
  - o written reports
  - o folio work
- Acquisition of relevant practical skills
- Basic knowledge and understanding of a range of materials, processes, tools, equipment and machinery.

## **The HSC Course**

- Study of the overall timber industry
- Design, construction and development of a major project out of timber and related materials
- Further development in communication skills culminating in a major project folio
- Refinement of relevant practical skill
- In depth knowledge and understanding of appropriate materials, processes, tools, equipment and machinery.

## **Assessment**

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
Written paper	40%
Major Project	60%

## **Consumable costs**

Year 11 - \$110  
 Year 12 - \$40 **PLUS** Major Work/Project cost. *All* expenses required for *any* resources needed for their major work/project will be incurred by the student. Cost will vary depending on student's major work/project. All materials need to be purchased mid-Term 4 after approval of their project proposal submission. Any enquiries can be directed to the Head Teacher Industrial Arts.

# INDUSTRIAL TECHNOLOGY – MULTIMEDIA TECHNOLOGIES

<b>Units</b>	2	<b>Exclusions</b>	Industrial Technology – Timber Products and Furniture Technologies, Metal and Engineering Technologies, Graphics Technologies
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## Course Description

Industrial Technology (Multimedia Technologies) is offered so that students can study the interrelationship between materials, technology, industry and society. It also allows students practical skills in designing, planning, management and production. Central to the focus area, lies the development of skills, the acquisition of knowledge and an understanding of the role industry plays in today's society.

Rapid technological change, particularly in the computer-based technologies, is influencing the nature of our industrial enterprises and the work that is undertaken in these enterprises. As a result, our industrial enterprises are becoming more globally competitive. Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from this interaction. Students achieve this by applying practical experiences to the study of the technology, management and organisation of industry.

## The Preliminary Course

- Study of the organisation and management of an individual business within the multimedia technologies industry
- Design, construction and development of a number of projects
- Acquiring a range of communication skills:
  - o computer based technologies
  - o multimedia technologies
  - o written reports
  - o folio work
- Students should develop a series of projects around a product or theme to gain skills in the areas of text and still images, 3D animation and games design, and video editing and special effects. They should complete at least one project or theme in each area.
- Use a range of appropriate computer software and techniques in the areas of authoring and publishing multimedia projects, including: Adobe Photoshop, Adobe Premiere, Adobe After Effects, and Autodesk Maya.

## The HSC Course

Design and development of a major work.

- Further development in communication skills culminating in a major folio
- In depth knowledge and understanding of appropriate processes, tools and machines

## Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
Written paper	40%
Major Project	60%

## Consumable costs

Year 11 - \$50  
 Year 12 - \$50 PLUS Major Work/Project cost. *All* expenses required for *any* resources needed for their major work/project will be incurred by the student.

# INVESTIGATING SCIENCE

**Units** 2

**Exclusions** Nil

## Course Description

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

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

## The Preliminary Course

The Preliminary course modules are:

- **Cause and effect observing** - Students explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations.
- **Cause and Effect – Inferences and Generalisations**- In this module, students engage in gathering primary and secondary-sourced data to assist them in conducting and reporting on investigations.
- **Scientific Models** - Students construct and evaluate their own models, which are generated through practical investigation.
- **Theories and Laws** - In this module, students engage in practical and secondary investigations that are related to major theories or laws and their application.

## The HSC Course

The Higher School Certificate Course builds on the Preliminary Course. The Preliminary Course contains content that is considered assumed knowledge for the Higher School Certificate Course.

The HSC course modules are:

- **Scientific Investigations** - Students explore the importance of accuracy, validity and reliability in relation to the investigative work of a scientist.
- **Technologies** - In this module, students focus on developing hypotheses and questions and process appropriate qualitative and quantitative data.
- **Fact or Fallacy** - Students investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence. They explore examples of scientific claims made in the media and investigate the benefits of peer review
- **Science and Society** - In this module, students focus on analysing and evaluating primary and secondary data to solve problems and communicate scientific understanding about the position and application of science in society.

## Particular Course Requirements/Depth Studies

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities comprising of a minimum of 15 hours of in- class time in both Year 11 and Year 12.

Depth studies provide opportunities for students to pursue their interests in Investigating Science, acquire a depth of understanding, and take responsibility for their own learning. They allow for the demonstration of a range of Working Scientifically skills.

## Assessment

*External Assessment – HSC Examination*

*Weighting*

A 3-hour written examination plus reading time:

Section I

20%

Section II

80%

## Subscriptions

Prelim - \$33 Edrolo

HSC - \$33 Edrolo

# LEGAL STUDIES

**Units** 2

**Exclusions** Nil

## Course Description

The Preliminary Course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems and the specific nature of the Australian constitution and the role of the individual.

This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC Course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

## The Preliminary Course

- The Legal System 40%
- The Individual and the Law 30%
- The Law in Practice 30%

TWO chosen from; Aboriginal and Torres Strait Islander Peoples, People Who Have a Mental Illness or Intellectual or Physical Disability, Migrants, People Who Are Socio-economically Disadvantaged, Women, Members of Other Groups Covered by Human Rights Legislation, including Anti-Discrimination Legislation, or a relevant, contemporary legal issue.

## The HSC Course

- Core Part 1: Crime 30%
- Core Part 2: Human Rights 20%
- Core Part 3: Options 25%

TWO chosen from; Consumers, Family, Global Environment, Indigenous Peoples, Shelter, Work-place, World Order  
Along with the principal focus of each topic, students must demonstrate an understanding of the themes and challenges incorporated within each topic.

## Assessment

### External Assessment – HSC Examination

### Weighting

A 3-hour written examination plus reading time:  
Section I – Core: Crime and Human Rights Multiple Choice

20%

Section II – Core – Crime and Human rights

30%

Part A – Human Rights – Short Answer

Part B – Crime – Extended Response

Section III – Options – 2 essay questions

50%

## Contributions

Nil



# MATHEMATICS STANDARD (PRELIMINARY)

## MATHEMATICS STANDARD 2 (HSC)

<b>Units</b>	2	<b>Exclusions</b>	Stage 5.1 Mathematics, Mathematics Advanced
<b>Prerequisites</b>	Recommended to have studied at least some of the Stage 5.2 content of the Mathematics Years 7-10 Syllabus, in particular the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability		

### Course Description

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

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

Upon satisfactory completion of the Year 11 Mathematics Standard Course, Year 12 students may elect to undertake one of two different pathways.

- Year 12 Mathematics Standard 2 (All students will sit for a HSC Examination)
- or
- Year 12 Mathematics Standard 1  
(This course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR)

### The Preliminary Course

#### Year 11 Mathematics Standard

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

### The HSC Course

#### 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

### Assessment

#### External Assessment – HSC Examination

Year 12 Mathematics Standard 2 students will sit for an HSC Examination. The examination mark may be used by UAC to contribute to the students' ATAR.

The HSC examination will be a 2.5 hours written paper worth 100 marks. There will be 15 multiple choice questions. The Mathematics Standard 2 examination will include items that are common with the Mathematics Advanced and Standard 1 HSC Examinations, worth 20 to 25 marks each.

A NESA developed reference sheet will be provided.

NESA approved calculator is required.

#### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities.

One school-based assessment task will be an assignment or investigation-style and one task will be a formal written examination in each year.

## YEAR 12 MATHEMATICS STANDARD 1

<b>Units</b>	2	<b>Exclusions</b>	Non-satisfactory completion of Year 11 Mathematics Standard, Mathematics Advanced
<b>Prerequisites</b>	Year 11 Mathematics Standard course. Course is recommended for students who completed Stage 5.2 or Stage 5.1 content of the Mathematics Years 7-10 syllabus.		

### Course Description

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

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

### The Preliminary Course

#### Year 11 Mathematics Standard

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

### The HSC Course

#### Year 12 Mathematics Standard 1

- Algebra
  - Types of Relationships
- Measurement
  - Right-angled Triangles
  - Rates
  - Scale Drawings
- Financial Mathematics
  - Investment
  - Depreciations and Loans
- Statistical Analysis
  - Further Statistical Analysis
- Networks
  - Networks and Paths

### Assessment

#### External Assessment – HSC Examination

Year 12 Mathematics Standard 1 course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR.

The HSC examination will be a 2 hours written paper worth 80 marks. There will be 10 multiple choice questions. The Mathematics Standard 1 examination will include items worth 20 to 25 marks that are common with the Mathematics Standard 2 HSC examination.

A NESA developed reference sheet will be provided.

NESA approved calculator is required.

#### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities.

One school-based assessment task will be an assignment or investigation-style and one task will be a formal written examination in each year.

### Contributions

Nil

## MATHEMATICS ADVANCED

<b>Units</b>	2	<b>Exclusions</b>	Stage 5.1 or 5.2 Mathematics, Mathematics Standard
<b>Prerequisites</b>	Students will be <i>invited</i> into this course based on their performance in Year 10 (5.3) assessments. Students will be required to demonstrate competence in topics, such as Algebra, Functions, Linear and Non-linear Relationships and Trigonometry.		

### Course Description

The course is intended to give students who have demonstrated high competence in Algebraic manipulation, Trigonometric and Graphing skills an understanding of and competence in skills and some further aspects of Mathematics which are applicable to the real world.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

***This is an Algebra and Calculus-based course.***

### The Preliminary Course

#### Year 11 Mathematics Advanced

- 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

### The HSC Course

#### Year 12 Mathematics Advanced

- Functions
  - Graphing Techniques
- Trigonometric functions
  - Trigonometric Functions and Graphs
- Calculus
  - Differential Calculus
  - Applications of Differentiation
  - Integral Calculus
- Financial Mathematics
  - Modelling Financial Situations
- Statistical Analysis
  - Descriptive Statistics and Bivariate Data Analysis
  - Random Variables

### Assessment

#### External Assessment – HSC Examination

The Mathematics Advanced external examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

The HSC examination will be 3 hours written paper worth 100 marks. There will be 10 multiple choice questions.

The Mathematics Advanced examination will include items worth 20 to 25 marks that are common with the Mathematics Standard 2 HSC examination.

A NESA developed reference sheet will be provided.

NESA approved calculator is required.

#### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities

One school-based assessment task will be an assignment or investigation-style and one task will be a formal written examination in each year.

### Contributions

Nil

# MATHEMATICS EXTENSION 1

<b>Units</b>	1	<b>Exclusions</b>	Stage 5.1 or 5.2 Mathematics, Mathematics Standard
<b>Prerequisites</b>	<b>Students will be invited into this course</b> based upon their performance in Mathematics 5.3 course in Stage 5. To study the Mathematics Extension 1 course, it is recommended that students study the Stage 5.3 optional topics such as Curve Sketching and Polynomials, Functions and Logarithms, and Circle Geometry of Mathematics Years 7-10 Syllabus.		

## Course Description

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated an outstanding mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in Mathematics.

The course is intended to give these students a thorough understanding of and competence in aspects of Mathematics including many which are applicable to the real world. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level, and for the study of Mathematics in support of the Physical, Computing and Engineering Sciences. Students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course in Year 12.

**This course is studied in addition to the Mathematics Advanced Course, resulting in 3 units in total. For students to continue their study in Year 12 Mathematics Extension 1, they must have satisfactorily completed all Year 11 Mathematics Advanced and Year 11 Mathematics Extension 1 assessments. This is a high level Algebra and Calculus-based course.**

## The Preliminary Course

### Year 11 Mathematics Extension 1

- Functions
  - Further work with Functions
  - Polynomials
- Trigonometric functions
  - Inverse Trigonometry Functions
  - Further Trigonometric Identities
- Calculus
  - Rates of change
- Combinations
  - Working with Combinations

## The HSC Course

### Year 12 Mathematics Extension 1

- Proof
  - Proof by Mathematical Induction
- Vectors
  - Introduction to Vectors
- Trigonometric Functions
  - Trigonometric equations
- Calculus
  - Further Calculus skills
  - Application of Calculus
- Statistical Analysis
  - Binomial distribution

## Assessment

### External Assessment – HSC Examination

The examination will be based on the Mathematics Extension 1 Year 12 course; however, Mathematics Extension 1 Year 11 course may be examined. The Mathematics Advanced course will be assumed knowledge for this examination. This exam will be in addition to either the Mathematics Advanced examination paper or the Mathematics Extension 2 examination paper.

The HSC examination will be 2 hours written paper worth 70 marks. There will be 10 multiple choice questions.

A NESA developed reference sheet will be provided.

NESA approved calculator is required.

### Internal Assessment

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities.

One school-based assessment task will be an assignment or investigation-style and one task will be a formal written examination in each year.

## Contributions

Nil

## MATHEMATICS EXTENSION 2 (HSC)

<b>Units</b>	1	<b>Exclusions</b>	Mathematics Standard or only Mathematics Advanced in Year 11, non-satisfactory completion of the Year 11 Mathematics Extension 1 course
<b>Prerequisites</b>	<b>Students will be <i>invited</i> into this course</b> based upon their performance in Year 11 Mathematics Extension 1 and Year 11 Mathematics Advanced courses.		

### Course Description

The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. It offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. The course represents a distinctly high level in school Mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of Algebra and Calculus. The course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject.

### The HSC Course

- 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
  - Application of Calculus to Mechanics

### Assessment

#### *External Assessment – HSC Examination*

The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course objectives and outcomes. The Mathematics Advanced and Mathematics Extension 1 courses will be assumed knowledge for this examination.

Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.

The HSC examination will be 3 hours written paper worth 100 marks. There will be 10 multiple choice questions.

A NESA developed reference sheet will be provided.

NESA approved calculator is required.

#### *Internal Assessment*

The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities

One school-based assessment task will be an assignment or investigation-style and one task will be a formal written examination.

### Contributions

Nil



# MODERN HISTORY

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## Course Description

The Preliminary Course is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts.

The HSC Course is designed for students to investigate national and international forces for change and continuity in the twentieth century through four major studies.

## The Preliminary Course

<b>Part I: Investigating Modern History</b>	<b>50%</b>
- The Nature of Modern History	
- Case Studies (The Decline and Fall of the Roman Dynasty and Cuban Revolution OR the Boxer Rebellion)	
<b>Part II: Historical Investigation</b>	<b>17%</b>
<b>Part III: The Shaping of the Modern World</b>	<b>33%</b>

## The HSC Course

<b>Part I: Core Study</b>	<b>25%</b>
Power and Authority of the Modern World 1919-1946	
<b>Part II: National Studies</b>	<b>25%</b>
Russia and the Soviet Union 1917-1941	
<b>Part III: Peace and Conflict</b>	<b>25%</b>
Conflict in Europe 1935-1945	
<b>Part IV: International Study in Peace and Conflict</b>	<b>25%</b>
Change in the Modern World - Apartheid in South Africa 1960-1994 OR the Cultural Revolution to Tiananmen Square	

## Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 3-hour written examination plus reading time:	
Section I – Core: Power and Authority	25%
Section II – National Studies: Extended Response	25%
Section III – Peace and Conflict: Extended Response	25%
Section IV – Change in the Modern World: Short Answer and Extended Response	25%

## Contributions

Nil

# MUSIC 1

**Units** 2

**Exclusions** Nil

## Course Description

The Music 1 syllabus has been designed to allow students to gain worthwhile experiences in the music skills areas of PERFORMANCE, COMPOSITION, AURAL and MUSICOLOGY. It provides flexibility and opportunity to spend significant time fully developing their preferred area of skill and interest within the framework of the topics studied. Students selecting this course need not have undertaken Music in Years 9 and 10 but they should be able to demonstrate, through audition, ability in at least one area of performance either vocal or instrumental.

## Main Topics Covered

### Preliminary and HSC Courses

Students will study music by selecting topics from a wide variety of contexts. These musical contexts (styles, periods and genres) will be studied through specific topics.

Students will study at least THREE topics from the list in the **Preliminary** course and a different THREE for the **H.S.C.** course. Some examples of these are: Music for radio, film, television and multimedia: Music of a culture: Popular music: Rock music: Music and religion: Theatre music. One topic from the preliminary course can be repeated in the HSC course if done in greater depth and as a comparative study. The complete list can be seen on the NESA website.

## Assessment

### External Assessment – HSC Examination

### Weighting

**Core** Performance (one piece)

10%

### Electives

60%

Three electives each worth 20 marks

**Any combination** of Performance and/or Composition and/or Musicology e.g. Performance (one piece), Composition (one submitted work), Musicology (one viva voce)

**Aural Skills** consisting of written answers to musical stimuli

30%

### Internal Assessment

### Weighting

### Core

Performance

10%

Composition

10%

Musicology

10%

Aural

25%

### Electives

45%

Three electives, each worth 15 marks

**Any combinations** of Performance and/or

Compositions and/or Musicology. One example is:

Performance: performance and performance related activities

Composition: composition portfolio

Musicology: viva voce and musicology portfolio

## Consumable costs

\$90

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

<b>Units</b>	2	<b>Exclusions</b>	Nil
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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.

## The Preliminary Course

### Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

### Optional Components (40%)

Students to select two options each from:

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

## The HSC Course

### Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

### Optional Component (40%)

Students to select two options each from:

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

## Assessment

<i>External Assessment – HSC Examination</i>		<i>Weighting</i>
A 3-hour written examination plus reading time.		100%
<i>Internal Assessment</i>		<i>Weighting</i>
Core		60%
Options		40%

## Contributions

Nil

# PHYSICS

**Units** 2

**Exclusions** Nil

## Course Description

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

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

## The Preliminary Course

- **Kinematics**- The study of motion without considering the forces and masses involved
- **Dynamics** – Applying Newtons laws and an understanding of forces, acceleration and energy to the study of motion.
- **Waves and Thermodynamics** – The study of concepts of energy transfer through wave propagation and heat, with a focus on the underlying particle theory.
- **Electricity and magnetism** – The study of magnetic and electrical properties of matter through the lens of atomic theory and the laws of conservation of energy.

## The HSC Course

The Higher School Certificate Course builds on the Preliminary Course. The Preliminary Course contains content that is considered assumed knowledge for the Higher School Certificate Course.

The HSC Course modules are:

- **Advanced Mechanics**- Applying mathematical techniques to model and predict the motion of objects within two-dimensional systems.
- **Electromagnetism** – Applying an understanding of electricity and magnetism to learn about the combined effects of electromagnetism in conductors and the technological applications of these concepts.
- **Nature of Light** –The study of the dual nature of light, its applications, and special relativity.
- **From the Universe to the Atom** – The study of the large scale evolution of the universe as well as the underlying sub-atomic structure of matter in the universe.

## Particular Course Requirements/Depth Studies

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities comprising of a minimum of 15 hours of in-class time in both Year 11 and Year 12.

Depth studies provide opportunities for students to pursue their interests in physics, acquire a depth of understanding, and take responsibility for their own learning. They allow for the demonstration of a range of Working Scientifically skills. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year including time allocated to practical investigations in depth studies.

Practical investigations include:

- undertaking laboratory experiments, including the use of appropriate digital technologies
- fieldwork.

Secondary-sourced investigations include:

- locating and accessing a wide range of secondary data and/or information
- using and reorganising secondary data and/or information

## Assessment

*External Assessment – HSC Examination*

*Weighting*

A 3-hour written examination plus reading time:

Section I – Objective Response questions

20%

Section II – There will be 20 to 25 items. At least two items will be worth 7 to 9 marks.

80%

## Subscriptions

Prelim - \$33 Edrolo, HSC - \$33 Edrolo

# SOCIETY AND CULTURE

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## Course Description

Society and Culture is the study of human behaviour: how we operate as individuals, how we function in groups, in Australia and in other cultures. Society and Culture is a learning experience which allows for the integration of the student's personal experience with the public knowledge available through all kinds of research, writing and media.

## The Preliminary Course

- 1. The Social and Cultural World (30% of course time)**  
Nature of society and culture and its world, social and cultural research and key concepts
- 2. Personal and Social Identity (40% of course time)**  
Identity and socialisation, growing up and coming of age, cross cultural comparisons, social and cultural research method and key concepts
- 3. Intercultural Communication (30% of course time)**  
An in-depth cross-cultural comparison, social and cultural research methods and key concepts

## The HSC Course

- 1. Core: Personal Interest Project (30% of course time)**  
Students choose a relevant area of interest that integrates the key concepts of the course in order to develop and apply their social and cultural research skills and methods, and communicate the findings of their research.
- 2. Core: Social and Cultural Continuity and Change (30% of course time)**  
An in-depth focus on social continuity and change in a selected country, social and cultural research methods and key concepts
- 3. Depth Studies (40% of course time)**  
Students will focus on the key concepts of the course to study the key features and issues of TWO of the following options:
  - Popular Culture
  - Belief Systems and Ideologies
  - Social Inclusion and Exclusion
  - Social Conformity and Nonconformity

## Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 2 hour written examination	
Section I – Core – Social and Cultural Continuity and Change	33.3%
There will be objective response questions to the value of 8 marks.	
There will be short answer questions to the value of 12 marks.	
Section II – Depth Studies	66.6%
For each of the four Depth Studies, there will be 1 question in 2 unrelated parts worth a total of 20 marks:	
The first part will be worth 5 marks	
The second part will be worth 15 marks	
Students will be required to answer a question from 2 Depth Studies	

<b>Contributions</b>	Nil
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# SOFTWARE ENGINEERING

<b>Units</b>	2	<b>Exclusions</b>	Nil
<b>Prerequisites</b>	Mathematics Advanced; students who can show a proven background in programming languages can apply for an exemption. An interview with the Head Teacher TAS will be required.		

## Course Description

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

Software Engineering promotes a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. Students perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry. Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

The *Software Engineering 11–12 Syllabus* provides students with the opportunity to develop their computing skills across 4 domains: technical skills, social awareness, project management and thinking skills. Students are encouraged to transfer knowledge to new situations and projects, building on technical skills and past learning. They enhance their understanding of project management through collaboration, communicating ideas, engaging in processes and designing solutions.

## The Preliminary Course

The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software. Topics include programming fundamentals, the object-oriented paradigm and programming mechatronics.

## The HSC Course

The Year 12 course provides students with opportunities to extend their knowledge, understanding and skills in the development of software. A major software engineering project provides students with the opportunity to further develop project management skills. Topics include secure software architecture, programming for the web, software automation and a software engineering project.

## Particular Course Requirements

### Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
Written Examination	100%
<i>Internal Assessment</i>	<i>Weighting</i>
Knowledge and understanding of course content	50%
Knowledge and skills in the practical application of the content	50%

## Contributions

\$20



## STUDIES OF RELIGION II

<b>Units</b>	2	<b>Exclusions</b>	Nil
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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.

### The 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 from:**
  - Buddhism, Christianity, Hinduism, Islam, Judaism
    - Origins, Principal beliefs, Sacred texts and writings, Core ethical teachings, Personal devotion/expression of faith/observance.
- **Religions of Ancient Origin**
  - The response to the human search for ultimate meaning in two religions of ancient origin from:
    - Aztec or Inca or Mayan, Celtic, Nordic, Shinto, Taoism, an Indigenous religion from outside Australia
- **Religion in Australia pre-1945**
  - The arrival, establishment and development of religious traditions in Australia prior to 1945.

### The HSC Course

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

### Assessment

<i>External Assessment – HSC Examination</i>	<i>Weighting</i>
A 3-hour written examination plus reading time:	
Section I – Objective Response and Short Answer questions	30%
Section II – Five questions, each with three short answer parts, students to answer two questions on religious traditions they have studied	30%
Section III – Extended Response	20%
Section IV – Extended Response	20%

<b>Contributions</b>	Nil
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# TEXTILES AND DESIGN

**Units** 2

**Exclusions** Nil

## Course Description

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two Preliminary textile projects.

The HSC course builds upon the Preliminary course and involves the study of historical design development, the influence of culture on design, contemporary designers, end-use applications of textiles, innovations and emerging technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course includes a Major Textile Project, which is specific to a selected focus area and which includes supporting documentation and textile item/s.

## The Preliminary Course

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

Students will undertake two Preliminary textile projects. Preliminary Project 1 will be drawn from the area of study design. Preliminary Project 2 will be drawn from the area of study of Properties and Performance of Textiles.

## The HSC Course

- |   |     |
|---|-----|
| ▪ Design  | 20% |
| ▪ Properties and Performance of Textiles                            | 20% |
| ▪ The Australian Textiles, Clothing, Footwear and Allied Industries | 10% |
| ▪ Major Textiles Project  | 50% |

The Major Textile Project allows students to develop a textile project from one of the following focus area; apparel, furnishings, costume, textile arts and non-apparel).

## Assessment

### External Assessment – HSC Examination

A written examination of 1.5 hours

Major Textiles Project – supporting documentation, textile item/s

### Weighting

50%

50%

### Internal Assessment

### Weighting

Australian Textile, Clothing, Footwear and Allied Industries

10%

Properties and Performance of Textiles

20%

Design

20%

Major Textile Project

50%

## Consumable costs

Year 11 - \$60

Year 12 - \$60 PLUS students will be required to provide their own fabric, patterns and notions for their individual textile project.

# VISUAL ARTS

**Units** 2

**Exclusions** Nil

## Course Description

The Visual Arts course allows students to work in many practical areas of the arts in a studio setting. The success of the course is the development of creative thinking skills necessary in the 21<sup>st</sup> Century. This is complemented by critical judgement skills and knowledge developed in the theoretical component of the course. The course prepares students for a broad range of career opportunities from business to design as well as University /TAFE courses in the arts/design/communication fields.

## The Preliminary Course

The preliminary course is a broad investigation of media areas such as painting, photography, sculpture and digital media.

Students critically investigate artworks, critics, historians and artists from Australia as well as other cultures and traditions.

## The HSC Course

In the HSC course students produce a Body of Work based on their own ideas informed by the experiences of their own artmaking and knowledge of the art world. This is externally examined during the HSC Examination period and is worth 50% of the course mark.

Students are required to investigate FIVE (5) Case Studies. A written examination tests the understanding and knowledge of this component. This is externally examined during the HSC Examination period and is worth 50% of the course mark.

## Particular Course Requirements

In the **Preliminary Visual Arts** course students are required to:

- Complete artwork in at least 2 forms and use a process diary to document this.
- Investigate a broad range of ideas in art criticism and art history.

In the **HSC Visual Arts** course students are required to:

- Develop a Body of Work in their choice of expressive form and document this in a process diary.
- Complete a minimum of five (5) case studies.
- Immerse themselves in a deeper and more complex investigation of ideas in art criticism and art history.

## Assessment

*External Assessment – HSC Examination*

*Weighting*

A written examination of 1.5 hours

50%

A practical examination consisting of a Body of Work

50%

## Consumable costs

Year 11 - \$100

Year 12 - \$40 PLUS Body of Work cost. All expenses for any resources needed for their Body of Work will be incurred by the student.

# Vocational Education and Training



## VET PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222 Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

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

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

1. **Board Developed VET courses** count towards the HSC or RoSA. These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 x Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include a minimum of 70 hours of **mandatory** industry specific **work placement** that may include up to 50% simulated workplace hours at school as specified by NESA.

2. **Board Endorsed VET Courses** count towards the HSC or RoSA but do not have an HSC examination and therefore do not count in the calculations of the ATAR. Many Board Endorsed VET Courses have mandatory industry specific work placement as specified by NESA.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

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



**2024 Entertainment Industry Course Descriptor**  
**Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR**  
**CUA30420 Certificate III in Live Production and Technical Services**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

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

Course: Entertainment Industry  
 Board Developed Course (240 hour) (Statement of Attainment course)

2 Preliminary and/or HSC units in total  
 Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/Training/Details/CUA30420>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

#### Entry Requirements

**You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.**

#### Creative Arts and Culture Training Package (CUA 6.0) Units of Competency

##### Core

CUAIND311 Work effectively in the creative arts industry  
 CUAIND314 Plan a career in the creative arts industry.

##### Elective

CPCCWHS1001 Prepare to work safely in the construction industry  
 CUASOU306 Operate sound and reinforcement systems  
 CUAWHS312 Apply work health and safety practices  
 CUALGT311 Operate basic lighting  
 CUASTA311 Assist with production for live performances  
 CUAVSS312 Operate vision systems  
 CUASMT311 Work effectively backstage during performances  
 CUASTA212 Assist with bump in bump out of shows

##### Elective

CUASOU331 Undertake live audio operations  
 SITXCCS006 Provide service to customers

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

#### Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the Live production and Technical Services Industry involves:

- Technical production
- teamwork
- customer (client) service
- using digital technologies
- creating documents

#### Examples of occupations in the Live Production and Technical Services Industry:

- |                                     |                                  |                           |                               |
|-------------------------------------|----------------------------------|---------------------------|-------------------------------|
| • Front of House Assistant          | • Follow Spot Operator           | • Sound Assistant         | • Audio and Staging Assistant |
| • Technical Assistant (Productions) | • Runner                         | • Assistant Scenic Artist | • Production Crew             |
| • Special Effects Assistant         | • Props Assistant                | • Stagehand               | • Stage Door Attendant        |
| • Assistant Sound Technician        | • Technical Production Assistant | • Lighting                | • Lighting Systems Technician |

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.

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

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

#### Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

#### Appeals and Complaints

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

#### Course Cost: Preliminary - \$100 HSC - \$100

**All students must also obtain a White Card (approximate cost \$60)**

#### Refunds

Refund Arrangements on a pro-rata basis. Refer to your school refund policy.

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

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

2024 Course Descriptor CUA30420 Statement of Attainment towards Certificate III in Live Production and Technical Services OR Certificate III in Live Production and Technical Services RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support.*

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

**Course: Hospitality**  
 Board Developed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**  
 Industry Curriculum Framework (ICF)  
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality – Release 1 <https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

### Entry Requirements

**You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.**

### Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

#### Core

BSBTWK201 Work effectively with others  
 SITHIND007 Use hospitality skills effectively  
 SITHIND006 Source and use information on the hospitality industry  
 SITXCOM007 Show social and cultural sensitivity  
 SITXWHS005 Participate in safe work practices  
 SITXCCS011 Interact with customers

#### Elective

SITXFSA005 Use hygienic practices for food safety  
 SITHCCC025 Prepare and present sandwiches  
 SITXFSA006 Participate in safe food handling practices  
 SITHFAB024 Prepare and serve non-alcoholic beverages  
 SITHFAB025 Prepare and serve espresso coffee  
 SITHFAB027 Serve food and beverages

**Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer before delivery, provided suitable evidence is submitted.**

### Pathways to Industry - Skills gained in this course transfer to other occupations

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

Examples of occupations in the hospitality industry:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Café Attendant</li> <li>Waiter/Waitress</li> </ul> | <ul style="list-style-type: none"> <li>Catering Assistant</li> <li>Barista</li> </ul> | <ul style="list-style-type: none"> <li>Food and Beverage Attendant</li> <li>Bartender</li> </ul> |
|---|---|--|

### Mandatory HSC Course Requirements

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

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

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

### Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

### Appeals and Complaints

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

**Course Cost: Preliminary \$120      HSC - \$150**

**All students need to purchase a Hospitality Uniform for approximately \$70**

### Refunds

Refund arrangements are on a pro-rata basis.  
 Please refer to your school refund policy

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

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

2024 Course Descriptor SIT20322 Certificate II in Hospitality – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162      Version 0.3

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support*



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

**Course: Sport Coaching**

Board Endorsed Course (240 hour)

**2 or 4 Preliminary and/or HSC units in total**

Does not contribute towards the Australian Tertiary Admission Rank (ATAR)

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIS30521 Certificate III in Sport Coaching <https://training.gov.au/Training/Details/SIS30521>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 10 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Entry Requirements**

**You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a sport coaching environment and be able to use a personal digital device including a personal computer or laptop.**

**Sport, Fitness and Recreation Training Package (SIS 5.2) Units of Competency**
**Core**

HLTWHS001	Participate in workplace health and safety
SISSSCO002	Work in a community coaching role
SISSSCO005	Continuously improve coaching skills and knowledge
HLTAID011	Provide first aid
SISSSCO003	Meet participant coaching needs
BSBPOS403	Apply business risk management processes

**Elective**

SISSSCO012	Coach sport participants up to an intermediate level
SISXIND006	Conduct sport, fitness and recreation event
SISXCAI009	2 Instruct strength and conditioning techniques

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

**Pathways to Industry - Skills gained in this course transfer to other occupations**

Working within the sport coaching industry

- possess a range of well-developed skills where discretion and judgement are required

- teamwork and communication
- applying skills and knowledge to coach participants to an intermediate level in a specific sport

**Examples of occupations in the Sport Coaching Industry**

This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice. Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

**Mandatory HSC Course Requirements**

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

**External Assessment**

There is not an external assessment (optional HSC examination) for this course and this course does not contribute towards an ATAR.

**Competency-Based Assessment**

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

**Appeals and Complaints**

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

**Course Cost: Preliminary - \$20**
**HSC - \$20**
**School Specific equipment and associate requirements for students**
**Refunds**

Refund Arrangements on a pro-rata basis.  
Please refer to your school refund policy

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

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

2024 Course Descriptor SIS30521 Certificate III in Sport Coaching RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

*Disclaimer: If you require accessible documents, please contact your VET Coordinator for support*

# Board Endorsed/Content Endorsed Courses

## CERAMICS

<b>Units</b>	2	<b>Exclusions</b>	Nil
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### Course Description

Ceramics is a practical based course that enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products.

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found, and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

The Ceramics course encourages students to develop an appreciation of the aesthetic, expressive and functional qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

The knowledge and skills developed in this course can be applied across a range of career pathways.

Modules include:

- Handbuilding
- Throwing on the wheel
- Sculptural Forms
- Kilns and Firing
- Glaze Technology
- Casting
- Surface Decoration

### Assessment

<i>External Assessment</i>	<i>Weighting</i>
Students are not assessed externally in this subject	N/A
<i>Internal Assessment</i>	<i>Weighting</i>
Critical and historical study	30%
The submission of practical work	70%

### Consumable costs

\$75

# EXPLORING EARLY CHILDHOOD

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## Course Description

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

The study of this course will enable students:

- Develop an awareness and understanding of the growth, development and learning of young children
- Recognise the uniqueness of all children, including those who have special needs
- Become aware of the value of play in the lives of children and consider means of providing safe and challenging environments for play.
- Identify the range of services developed and provided for young children and their families.
- Understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.

This course has a theoretical and practical component. Practical activities include caring for a “virtual reality” baby doll, creating a variety of play activities. The purpose of this interaction is to observe children and to gain experience in understanding and relating to individual children.

## The Preliminary Course

- Pregnancy and Childbirth (Core Module)
- Child Growth and Development (Core Module)
- Promoting Positive Behaviour (Core Module)
- Play and the Developing Child (Optional Module)

## The HSC Course

- Food and Nutrition (Optional)
- Young Children and the Media (Optional)
- Child Health and Safety (Optional)
- Young Children with Special Needs (Optional)
- The options can change depending on student interests.

## Assessment

<i>External Assessment</i>	<i>Weighting</i>
Students are not assessed externally in this subject.	N/A
<i>Internal Assessment</i>	<i>Weighting</i>
Knowledge and Understanding	50%
Skills	50%

## Contributions

Year 11 - \$10  
Year 12 - \$10

# PHOTOGRAPHY AND DIGITAL MEDIA

<b>Units</b>	2	<b>Exclusions</b>	Nil
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## Course Description

Photography is a practical based course and as a medium is an integral part of our lives. Many students undertake this course to pursue a career in the media or design industry whilst others elect this to support their Visual Arts Course.

In Photography students will explore a wide range of techniques and processes from non-camera darkroom works to digitally manipulated images and video works.

## Main Topics Covered

- Develop an understanding of the power of an image and how it communicates
- Develop skills in the use of cameras and the darkroom
- Use new digital and computer technologies in this field
- Use specialised equipment including Studio Lighting in a professional setting
- Complete projects in traditional and digital forms
- Learn to critically investigate the work of other photographers and traditions
- Exhibit work, enter competitions and build a Portfolio for interviews and entry to courses
- Gain an understanding of careers and practices involving photography

## Particular Course Requirements

In the Preliminary & HSC Photography course students are required to:

- Develop Photographic Practices through a series of guided modules in wet photography, video and/or digital imaging and use a process diary to document this
- Investigate Photographic Practice through selected case studies
- Extend their photographic understanding in an Individual or Collaborative Project

Students must have their own device with Adobe Photoshop downloaded

## Assessment

<i>External Assessment</i>	<i>Weighting</i>
Students are not assessed externally in this subject.	N/A
<i>Internal Assessment</i>	<i>Weighting</i>
Critical and historical study	30%
The submission of practical work	70%

## Consumable costs

Year 11 - \$100  
Year 12 - \$100

## SPORT, LIFESTYLE AND RECREATION STUDIES (SLR)

<b>Units</b>	2	<b>Exclusions</b>	Students studying PDHPE must not study CEC (Content Endorsed Courses) modules which duplicate PDHPE modules.
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### **Course Description**

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

This course encourages students to continue to develop their knowledge, skills and understanding of the role of sport, a healthy lifestyle and recreation in everyday life.

The course aims to:

- Develop in students an awareness of social and community values in the areas of sport, lifestyle and recreation
- Promote an understanding of the requirements for healthy living
- Develop a deeper understanding of the interaction between society, sport, recreation and fitness
- Identify how sport influences and affects various groups and sections of our society
- Provide students with a greater understanding of their physical and sporting potential.
- Students are required to purchase an SLR uniform

### **Main Topics Covered**

- Games and Sport Applications 1+2
- Sports coaching and Training
- Resistance Training
- Strength and conditioning
- Athletics
- Individual games and sports applications

### **Assessment**

<b>External Assessment</b>	<b>Weighting</b>
Students are not assessed externally in this subject.	N/A

### **Consumable costs**

TBA

There will be a cost involved with practical activities that are undertaken outside of school.

Due to the high frequency of practical lessons, it is an expectation that students purchase the SLR uniform. The cost of the uniform is \$60 for shirt and shorts, \$20 for the hat (hat optional).

# VISUAL DESIGN

**Units** 2

**Exclusions** Nil

## Course Description

Visual Design is a practical or studio-based course that encompasses many media areas of the arts. It explores traditional design making including printmaking, ceramics, model making and painting, as well as contemporary areas including digital image making - both 2 dimensional and 3 dimensional.

The Visual Design course provides a launching ground for students who wish to follow a career in the ever-growing arts industry.

Designed images and objects:

- Can communicate ideas about ourselves and our world.
- Use visual conventions to define and build social identity.
- Have utilitarian functions and may have aesthetic and spiritual dimensions.

This Visual Design course encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary society and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

The course enables students to:

- produce artworks and designed works in a studio setting
- understand the nature of visual design and the ways in which designed works are created, categorised, interpreted, valued and used in our society
- develop understanding and skills required to design and make works which fulfil a range of functions and express and communicate their own ideas and feelings
- exhibit work
- understand and value the contribution designers make to our society
- know the practices used by designers and the career options available in these fields
- understand computer practices and the use of digital technologies
- develop a portfolio of work that can be used as evidence for interviews and entry to tertiary courses

## Assessment

### External Assessment

Students are not assessed externally in this subject.

### Weighting

N/A

### Internal Assessment

Critical and historical study

The submission of practical work

### Weighting

30%

70%

## Consumable costs

\$90



## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lined area for student response, consisting of multiple horizontal lines.

Lined writing area for student response.

Lined area for writing.



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