

MOSMAN HIGH SCHOOL



The Higher School Certificate

Preliminary Course 2021

HSC Course 2022

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NSW RECORD OF SCHOOL ACHIEVEMENT (ROSA) – YEAR 11

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded, in Stage 5 and any Stage 6 (Preliminary) courses in which the student has satisfactorily participated but not completed prior to leaving before sitting the HSC.

STUDENT ACHIEVEMENT

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components:

1. what students are expected to learn; and
2. how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn.

The Common Grade Scale for Preliminary courses describes how well students have achieved.

It describes performance at each of five grade levels.

- A The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- D The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
- E The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

DETERMINING PRELIMINARY ROSA GRADES

Mosman High School is responsible for awarding each student who completes a Stage 6 Preliminary (Year 11) course (except VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA.

The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Teachers will make the final judgement of the grade deserved on the basis of available assessment information. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

'N' DETERMINATIONS

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time to complete missed work.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

HSC MINIMUM STANDARD

WHAT IS THE HSC MINIMUM STANDARD?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still:

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have multiple opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing. In Year 10, 11 and 12, students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

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

INFORMATION ABOUT THE HSC

WHAT TYPES OF COURSES CAN I SELECT?

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

- **NESA Developed Courses**

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements
- sample examination papers and marking guidelines
- a performance scale (except for Vocational Education and Training Courses)

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

- **NESA Endorsed Courses**

There are two main types of NESA Endorsed Courses – Content Endorsed Courses and School Designed Courses.

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the NESA Developed Courses.
Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some NESA Courses are one-year courses.

All NESA Endorsed Courses count towards the Higher School Certificate and appear on the Record of School Achievement. Most NESA Endorsed Courses do not count in the calculation of the ATAR.

- **Vocational Education and Training (VET) Courses – NESA Developed**

Students can study certain vocational courses as part of their Preliminary/HSC program. There are courses in twelve Industry Curriculum Frameworks – Accounting, automotive, business services, construction, entertainment, metal and engineering, primary industries, retail, tourism and hospitality. These courses are based on national training packages, are aligned to national vocational qualifications and are delivered either at school or TAFE. Only ONE of these courses can be counted towards the ATAR. All of the courses have a mandatory 70 hour work placement. Students who study the course over two years will receive either a Statement of Attainment or Certificate Qualification. Those who also sit the HSC exam can have two units of Industry Curriculum Frameworks (VET) course counted towards their ATAR.

At Mosman High School students electing to do TAFE courses must submit 12 units studied at school in addition to the 2 units studied at TAFE. i.e. a total of 14 units.

WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units.

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

2 units = 120 hours per year
= 100 marks

The following is a guideline to help you understand the pattern of courses.

2 UNIT COURSE This is the basic structure for all courses. 2 Units has a value of 100 marks.

EXTENSION COURSE Extension study is available in a number of subjects.

Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, **extension** courses are **available in English, mathematics, history, science, music** and some **languages**. Undergraduate university courses are available in some subjects.

English and mathematics extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course (Extension 1) in these subjects before proceeding to the HSC extension course (Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and mathematics are offered and examined in Year 12 only.

1 UNIT COURSE 1 unit equals approximately 60 hours per year.

There are a number of 1 unit NESAs Endorsed Courses. These courses do not count in the ATAR (Australian Tertiary Admission Rank).

REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by NESAs for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must complete a minimum of 12 units in the Preliminary course.
- you must complete a minimum of 10 units in the HSC course.

Both the Preliminary program and the HSC program must include the following:

- at least 6 units from NESAs Developed Courses **including** at least 2 units of a NESAs Developed Course in English.
- at least three courses of 2 units value or greater, and
- at least four subjects.

At most, 6 units of courses in science can contribute to Higher School Certificate eligibility.

- The NESA publication, *Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.

REQUIREMENTS FOR THE AWARD OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank is calculated from a student's HSC results and is used by the universities to select students for their courses.

RULE 1 - ELIGIBILITY FOR ATAR

To be eligible for an ATAR a student must complete at least 10 units of NESA HSC Courses, including at least 2 units of English. The NESA Developed Courses must include at least three courses of two units or greater, and at least four subjects. Two of these units may be a VET Framework course when a student elects to complete the relevant NESA HSC examination.

(Subject is the name given to an area of study. A course is a branch of study within a subject. For example, English standard and English advanced are courses within the subject of English)

RULE 2 - CALCULATION OF THE ATAR

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

The best two units of English.

The best eight units of the remaining units.

Note: no more than two units of Category B courses can be included.

Category B Courses

Only one category B course can be counted in a student's ATAR. The following are all Category B Courses:

Number	Course Name	Unit Value	Subject
17315	Automotive (Examination)	2	Automotive
16745	Business Services (Examination)	2	Business Services
16305	Construction (Examination)	2	Construction
17335	Electrotechnology (Examination)	2	Electrotechnology
16955	Entertainment Industry (Examination) #	2	Entertainment Industry
	Financial Services	2	
	Human Services	2	
16365	Information Technology (Examination)	2	Information Technology
16425	Metal and Engineering (Examination)	2	Metal and Engineering
16485	Primary Industries (Examination)	2	Primary Industries
17355	Retail Services (Examination)	2	Retail
16565	Hospitality (Examination) #	2	Hospitality
16595	Tourism (Examination)	2	Tourism

NOTES:

- These are NESA Developed courses delivered by TAFE or at school.
- These are 240 hour Vocational Education and Training (VET) courses. An optional written examination will be offered for the HSC. If students want the results from these courses to be available for inclusion # in the calculation of their ATAR, they must undertake the optional written examination.

Subject to the ATAR Rules.

All other Board Developed Courses are Category A courses.

ACCUMULATING THE HSC (PATHWAYS)

It is now possible to accumulate your HSC over more than the traditional 2 years. You can sit for the HSC exams over and up to 5 consecutive years. You could also take several years to accumulate your preliminary courses. As well as this, you could repeat just one (or more) course(s) instead of the entire HSC if you were disappointed with your results. As an example of what is possible with accumulation, you may choose to do your preliminary courses in the one year and then do your HSC courses over two years.

ACCUMULATION AND THE AUSTRALIAN TERTIARY ADMISSION RANK

The universities have agreed that the Australian Tertiary Admission Rank may include units accumulated over a total time span of 5 years without penalty.

Where a student repeats a unit, the most recent attempt will be used in the calculation of the ATAR.

Most universities will now award Bonus Points to students for their performance in HSC subjects that are relevant to the knowledge required to undertake specific undergraduate programs. This has the potential to increase a student's rank by 3 – 5 points. For example, if you want to do engineering and you have done 3U mathematics and physics and/or chemistry, then the universities will reward you by allocating Bonus Points. Students should consult the Careers Adviser or the Year 11 Preliminary Subject Booklet to find out what subjects are needed for university courses. This needs to be considered at subject selection.

COURSES AVAILABLE FOR YEAR 11, 2021

The courses which will be studied next year will depend on:

- the number of students requesting the various subjects and
- the availability of staff.

Whilst every effort will be made to satisfy all students' requests, it may not be possible to do so.

Unless shown otherwise, all the courses listed are 2 Unit courses.

HSC BOARD DEVELOPED COURSES

(See course notes following this table for explanation of Symbols, p12:)

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Ancient History	Ancient History		HSC History Extension
Animal Studies			
Biology	Biology ²		HSC Science Extension
Business Studies	Business Studies		
Chemistry	Chemistry ²		HSC Science Extension
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science ²		HSC Science Extension
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Standard# English Advanced# English as an additional# Language/Dialect# Dialect#	Preliminary English Extension 1	HSC English Extension 1 HSC English Extension 2
Entertainment	Entertainment		
Food Technology	Food Technology		
Geography	Geography		
Hospitality	Hospitality		
Industrial Technology	Multimedia Timber		
Languages	Please see next table		
Legal Studies	Legal Studies		
Mathematics	Mathematics Standard 2# Mathematics Advanced#	Preliminary Mathematics Extension 1	HSC Mathematics Extension 1 HSC Mathematics Extension 2
Modern History	Modern History		HSC History Extension
Music	# Music 1 Music 2 ³		HSC Music Extension (Music course 2 only)
PD/Health/PE	PD/Health/PE		
Physics	Physics ²		HSC Science Extension
Investigating Science	Investigating Science		HSC Science Extension
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		
Languages			
French	French Beginners# French Continuers#		HSC French Extension (Continuers only)
Italian	Italian Beginners# Italian Continuers#		HSC Italian Extension (Continuers only)
Japanese	Japanese Beginners# Japanese Continuers#		HSC Japanese Extension (Continuers only)
Chinese	Chinese Beginners# Chinese Continuers# Chinese and Literature#		
Spanish	Spanish Beginners# Spanish Continuers#		

*HSC COURSE NOTES

These notes and footnotes (1 – 6) refer to the list of courses

You may select one course only from each of these subject groups.

- A number of subjects include a requirement for the development of **project work** for either internal or external assessment, for example, visual arts, drama, design and technology, dance, music, agriculture, software design and development, textiles and design, industrial technology and society and culture. Projects developed for assessment in one subject may not be used either in full or in part for assessment in any other subject.
 - Students studying industrial technology (metal and engineering industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
 - Students studying industrial technology (electronics industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
 - Students studying software design and development are not permitted to study the 1 unit NESA endorsed Computing Applications course (Preliminary).
1. There is only one history extension course. It can be studied with either the ancient history course or the modern history course.
 2. You may not include any more than 6 units of the following science courses: biology, chemistry, earth & environmental science, physics and investigating science in meeting the 12 Preliminary or 10 HSC units.
 3. You must study music course 2 if you wish to study HSC extension music.

Additional information about courses and the HSC is available on the NESA Website.

<http://www.boardofstudies.nsw.edu.au>

ASSESSMENT AND REPORTING

HSC reports will provide you with detailed descriptions of the knowledge, skills and understanding attained in each subject.

- NESA has provided for teachers a syllabus package for each course. The package includes the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale, will be used to describe level of achievement and give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements.
- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 (band 6) will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - **The HSC Testamur** - The official certificate confirming your achievement of all requirements for the award.
 - **The Record of Achievement** - This document lists the courses you have studied and reports the marks and bands you have achieved.
 - **Course Reports** - For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

VOCATIONAL EDUCATION AND TRAINING (TVET)

VET CURRICULUM FRAMEWORK COURSES - HOSPITALITY AND ENTERTAINMENT

These are NESAs developed courses and can count towards your ATAR.

In 2021/2022 Mosman High School will offer 2 unit VET Frameworks courses in Hospitality (Commercial Cooking) and Entertainment. Both courses provide full industry qualifications and will be taught at school. The courses also offer an optional HSC exam which makes the course eligible for an ATAR calculation.

VET THROUGH TAFE

A range of TVET courses are available at TAFE colleges. See the list towards the end of the book.

BOARD ENDORSED COURSES (OTHER THAN VOCATIONAL CECS) OFFERED AT MOSMAN HIGH SCHOOL IN 2021 (ALL 1 UNIT VALUE)

COURSE

Discovering psychology

Philosophy

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

AREAS OF TERTIARY STUDY

This is a general guide to the broad areas of study offered by institutions.

ARCHITECTURE/BUILDING/DESIGN AND PLANNING

Students intending to undertake courses in these areas are advised to study two or more units of mathematics (not general mathematics). A general background in science, particularly physics, may be helpful but is not essential. Visual arts, engineering studies or industrial technology may also be useful.

ARTS/HUMANITIES

Degree programs in arts and liberal studies do not usually require a particular program of study at secondary school. The study of English is required by some institutions and recommended for all students in this field - check the institution entries for details. If you wish to study a language other than English as your major subject, however, you are advised to include the language of your choice in your HSC program although in many cases you will be able to take introductory language courses that do not require prior study.

BUSINESS/COMMERCE/ECONOMICS/MARKETING MANAGEMENT

Courses in accounting, banking, econometrics, economics, finance, management and marketing may require at least two units of mathematics (not general mathematics) as either assumed knowledge or recommended studies. HSC economics or business studies are considered a useful but not essential preparation for courses in these areas.

Students wishing to undertake actuarial studies at tertiary level generally require HSC mathematics extension 1 or HSC mathematics extension 2 as a prerequisite.

COMMUNICATIONS/MEDIA STUDIES

Most of these courses do not require a particular course of study at secondary school.

Some institutions recommend the study of English in preparation for communication and media courses - check the institution entries for details. In addition to the ATAR, some institutions may require you to complete a questionnaire and/or attend an interview.

CREATIVE AND PERFORMING ARTS

Students intending to undertake studies in these areas are advised to gain experience outside the school environment. Entry to most of these courses requires an audition, interview or portfolio (or a combination of these) as well as a suitable ATAR. The study of visual arts, dance, drama, music¹, music 2 or HSC music extension may be helpful for courses in creative and performing arts areas. Some institutions will base selection to a creative arts course on the marks obtained in the HSC. Special admission procedures may be available if you are unable to include suitable subjects in your HSC program.

EARTH AND ENVIRONMENTAL SCIENCES

Most courses do not require a particular program of study. Most institutions, however, recommend a background in science subjects such as chemistry, mathematics (not general mathematics) and physics or biology.

EDUCATION/TEACHING

In some institutions, courses in education may be taken in arts, science or other programs. Some institutions also offer separate teacher education programs in early childhood, primary (or a combination of the two) and secondary education. Students who wish to qualify as a secondary teacher must also fulfil the entry requirements for study in their proposed area of teaching specialisation.

For intending early childhood or primary teachers, some institutions assume or require satisfactory levels of mathematics and/or English.

Note: The NSW Department of Education and Training requires intending primary education teachers to have included any two units of mathematics and any two units of English in their HSC program. If these subjects have not been completed, equivalent subjects can usually be completed during the tertiary course.

ENGINEERING

Most institutions recommend at least HSC mathematics extension 1 for the study of all branches of engineering. Physics and chemistry are also recommended. Engineering studies is considered by Engineers Australia as important preparation for tertiary study.

HEALTH SCIENCES (INCLUDES STUDIES NOT LISTED UNDER MEDICAL SCIENCES)

If you intend to study health sciences you are generally advised to include in your HSC study program at least two units of mathematics (not general mathematics) and two units of science, preferably chemistry, or, for medical imaging or medical radiation technology, physics.

HUMAN MOVEMENT/SPORT SCIENCES/PHYSICAL EDUCATION/EXERCISE PHYSIOLOGY

Most courses in these areas require a study in mathematics or chemistry and/or biology. A background in science subjects (physics, chemistry and biology) and mathematics (not general mathematics) is recommended by most institutions. Personal Development, Health and Physical Education are also considered useful.

Some institutions require you to provide additional information relating to your sporting achievements.

INFORMATION TECHNOLOGY

Studies in this area usually require either mathematics or HSC mathematics extension 1 (not general mathematics) as assumed knowledge. Computer science is generally taught on the assumption that students have studied HSC mathematics extension 1.

LAW

Generally, legal courses do not specify prerequisites or levels of assumed knowledge. If you are contemplating a law program combined with arts, business, commerce, economics, engineering, science, social sciences or social welfare, check that the subjects you choose comply with the requirements for those courses.

MEDICAL SCIENCES (INCLUDING MEDICINE, OPTOMETRY, PHARMACY AND VETERINARY SCIENCE)

Students intending to take up studies in these areas are advised to include at least two units of mathematics, chemistry and either physics or biology in their HSC program and any two units of English.

Some institutions prefer the combination of chemistry and physics while others may have no preference provided mathematics and chemistry are included.

NURSING

Students intending to undertake nursing studies are generally advised to include at least two units of mathematics (not general mathematics) and studies in science, preferably chemistry and biology and/or physics.

SCIENCE/APPLIED SCIENCE/TECHNOLOGY

Most courses in applied sciences are three year or four year professional courses which involve the study of mathematics, chemistry, physics and either biology or geology in first year. HSC mathematics extension 1 is assumed knowledge for courses in technologies such as textiles and metallurgy. Mathematics is acceptable in areas such as food technology, and agricultural and rural sciences. Most science courses require students to have studied as much science and mathematics (not general mathematics) as they can effectively handle. If possible, include both chemistry and physics in your HSC program.

SOCIAL SCIENCES

Social sciences may include the study of economics, education, geography, law, psychology and sociology. Mathematics (not general mathematics) may be required for some subjects.

SOCIAL WORK/WELFARE WORK

Most courses in these areas do not require a particular program of study at secondary school although a minimum score in English may be required by some institutions. If psychology is included as part of the course, then mathematics (not general mathematics) is strongly recommended.

TOURISM/HOSPITALITY MANAGEMENT/EVENT MANAGEMENT

Most courses in these areas do not require a particular program of study at secondary school although economics may be useful. Some courses also require a minimum level of English. Some institutions require work experience in customer services as a prerequisite.

SCHEDULE

CREATIVE & PERFORMING ARTS

SUBJECT: DRAMA

COURSE FEE: \$39

2 units for each of Preliminary and HSC NESAs Developed Course **Exclusions:** Nil

Students study the practices of making, performing and critically studying in drama. Students engage with these components through collaborative and individual experiences.

PRELIMINARY COURSE

Content comprises an interaction between the components of improvisation, playbuilding and acting, elements of production in performance and theatrical traditions and performance styles. Learning is experiential in these areas.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Improvisation, playbuilding, acting
- Elements of production in performance
- Theatrical traditions and performance styles

Making 40%

Performing 30%

Critically Studying 30%

HSC COURSE

- Australian drama & theatre (Core content)
- Studies in drama and theatre
- Group performance (Core content)
- Individual project

HSC COURSE CONTENT

Australian drama and theatre and studies in drama and theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces. The **group performance** of between 3 and 6 students involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the **individual project** students demonstrate their expertise in a particular area. They choose one project from critical analysis or design or performance or script-writing or video drama.

PARTICULAR COURSE REQUIREMENTS:

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, a published topic list is used as a starting point. The individual project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing individual project design or critical analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in drama in the written component or in any other HSC course when choosing individual projects.

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
Group presentation (Core)	30	Australian drama and theatre	40
Individual project	30	– Significant plays of the 20 th century	Making
A one and a half hour written examination comprising two compulsory sections: Australian drama and theatre (Core) studies in drama and theatre	40	Development of group performance	30
		Development of individual project	Performing
			30
			Critically studying

SUBJECT: ENTERTAINMENT

COURSE FEE: \$39



Education
Public Schools

Entertainment Industry Course Descriptor 2020

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: CUA30415 Statement of Attainment towards
Certificate III in Live Production and Services

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

Course: Entertainment Industry (240 indicative hours) Board Developed Course Number: 26401		Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The CUA30415 Statement of Attainment towards Certificate III in Live Production and Services is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
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 this AQF VET qualification, students must meet the assessment requirements of the CUA Creative Arts and Culture Training Package (Release 3.0) (https://training.gov.au/Training/Details/CUA). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
CUA30415 Statement of Attainment towards Certificate III in Live Production and Services			
4 Core CPCCOHS1001A Work safely in the construction industry CUAIND301 Work effectively in the creative arts industry CUAWHS302 Apply work health and safety practices SITXCCS303 Provide service to customers		8 Electives (cont) CUASTA301 Assist with production operations for live performances Grp A CUAVSS302 Operate vision systems Group A MEM18002B Use power tools/hand held operations Other CUASOU306 Operate sound reinforcement systems Group A CUASMT301 Work effectively backstage during performances Group A CUASTA202 Assist with bump in and bump out of shows Group C N. B. Additional competencies (2 core and 1 elective) are required to achieve the full qualification. Refer to Specialisation Course Descriptor.	
8 Electives CUASOU301 Undertake live audio operations Group A CUALGT301 Operate basic lighting Group A			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the entertainment industry involves:			
<ul style="list-style-type: none"> Lighting and sound operations Audio visual operations 		<ul style="list-style-type: none"> Set and props construction and staging Creative projects 	
Examples of occupations in the Entertainment Industry			
<ul style="list-style-type: none"> Technical Assistant (Productions) Sound Technician 		<ul style="list-style-type: none"> Assistant venue technician Follow spot operator Special Effects Assistant 	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in CUA30415 Statement of Attainment towards Certificate III in Live Production , students who are interested in lighting, sound, staging, set design and dealing with patrons would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, assignments and students will be involved in performances and productions.			
Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes: The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$39 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information, contact the school's Careers Adviser, Mr Mew.			
Exclusions: VET course exclusions can be confirmed with the school.			

SUBJECT: MUSIC 1

COURSE FEE: \$57

2 units for each of Preliminary and HSC NESA Developed Course

Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2

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

MAIN TOPICS COVERED:

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

Performance 25%

Composition 25%

Musicology 25%

Aural 25%

PARTICULAR COURSE REQUIREMENTS:

HSC COURSE

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

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

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
Aural - 1 hour written exam	30	Core performance	10
Core performance (one piece)	10	Core composition	10
Electives:		Core musicology	10
Three electives from each of 3 topics:	20	Core aural	25
• Performance (one piece) and/or	each	3 Electives	45
• Composition (submit 1 composition) and/or			
• Musicology (one viva voce)			

For example:

Example 1

TOPIC 1 – Performance

TOPIC 2 – Performance

TOPIC 3 - Performance

Example 2

TOPIC 1 – Performance

TOPIC 2 – Composition

TOPIC 3 - Performance

Example 3

TOPIC 1 – Musicology

TOPIC 2 – Musicology

TOPIC 3 - Performance

YOU WILL NEED TO PLAY AN INSTRUMENT BUT BEGINNERS AND EXPERIENCED PLAYERS ARE WELCOME.

*** READING MUSIC AND THE THEORY OF WRITTEN MUSIC ARE NOT A NECESSARY PART OF THIS COURSE, ALTHOUGH THEY ARE AN ASSET TO STUDY.**

SUBJECT: MUSIC 2**COURSE FEE: \$57**

2 units for each of Preliminary and HSC NESAs Developed Course

Prerequisites: Music additional study course (or equivalent)**Exclusions:** Music 1

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

Performance 25%

Composition 25%

Musicology 25%

Aural 25%

MAIN TOPICS COVERED:

Students study one mandatory topic covering a range of content and one additional topic in each year of the course. In the Preliminary course the mandatory topic is music 1600 – 1900. In the HSC course the mandatory topic is music of the last 25 years (Australian focus).

PARTICULAR COURSE REQUIREMENTS:

In addition to core studies in performance, composition, musicology and aural, students nominate ONE elective study in performance, composition or musicology. Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. All students will be required to develop a composition portfolio for the core composition.

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
Core performance (one piece reflecting the mandatory topic)	15	Performance	20
Sight singing	5	Composition	20
Core composition (reflecting mandatory topic)	15	Musicology	20
A one and a half hour written examination paper – musicology/aural skills	35	Aural	20
One Elective – reflecting:	30	Elective, one of :	20
<ul style="list-style-type: none"> • Additional topic • Performance (2 pieces), or • Submitted composition, or • Submitted essay 		<ul style="list-style-type: none"> • Performance • Composition • Musicology 	

SUBJECT: HSC MUSIC EXTENSION (YEAR 12)

1 unit / 60 hour course

NESA Developed Course

Prerequisites: Music 2 (studied concurrently with HSC course of Music 2)

Exclusions: Music 1

The HSC music extension course builds on music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

PARTICULAR COURSE REQUIREMENTS:

Students selecting composition or musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
Performance (50) Three contrasting pieces, one of which must be an ensemble		Performance (50) Two assessment tasks	
Ensemble	20	Task 1	25
Solo 1	15	Task 2	25
Solo 2	15	or	
or		Composition	
Composition (50) Two original compositions (to be submitted to NESA)		Two assessment tasks	
Piece 1	25	Task 1	25
Piece 2	25	Task 2	25
or		or	
Musicology (50) One extended essay (to be submitted to NESA)	50	Musicology Two assessment tasks	
		Task 1	25
		Task 2	25

ENGLISH

SUBJECT: PRELIMINARY ENGLISH EXTENSION HSC ENGLISH EXTENSION 1 HSC ENGLISH EXTENSION 2

1 unit of study for each of Preliminary and HSC Extension(s)

Prerequisites:

- (a) English advanced
- (b) Preliminary extension is prerequisite for HSC extension 1
- (c) HSC extension 1 is prerequisite for HSC extension 2

Exclusions: English standard course and EAL/D

- In Preliminary English extension students explore the ways in which texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture.
- In HSC English extension 1, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.
- In HSC English extension 2, students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their major work journal and reflection statement.

MAIN TOPICS COVERED:

PRELIMINARY EXTENSION COURSE

The course has one module: Texts, Culture and Value and includes **a related project**.

Students consider the relationships between text and its culture; they explore the language of the text and examine ways in which language shapes and reflects values and they consider the effects of different ways of responding to the text.

HSC EXTENSION COURSE 1

The course has a common module: Literary Worlds.

Elective 2: Worlds of Upheaval is studied within this common module. Students explore and critically analyse and evaluate textual representations of the experiences of others and how values are presented and reflected in texts.

HSC EXTENSION COURSE 2

The course requires students to complete a major work and reflection statement – there is no exam.

Particular Course Requirements:

PRELIMINARY ENGLISH EXTENSION COURSE requires ONE prescribed text from the past and its manifestations in one or more recent cultures AND requires students to select ONE text as part of their independent project, in order to develop their understanding of how and why cultural values are maintained and changed.

HSC ENGLISH EXTENSION 1 requires students to study THREE prescribed texts which include TWO extended print texts (as per Prescriptions List 2019-2023) **as well as** TWO related texts of their own choice.

HSC ENGLISH EXTENSION COURSE 2 requires a major work, reflection statement and journal.

ASSESSMENT PRELIMINARY EXTENSION:

Internal Assessment	100%
Critical and Creative Response (2000 words)	30%
Multimodal Task (related project) (10 minutes)	30%
Exam – 2 hours	40%

ASSESSMENT HSC EXTENSION 1:

External Assessment	50%	Internal Assessment	50%
HSC Exam – 2 hour written examination		Critical response (1200 words)	30%
		Creative response (1200 words)	40%
		Trial HSC – 2 Hour written examination	30%

ASSESSMENT HSC EXTENSION 2:

External Assessment	50%	Internal Assessment	50%
Submission of major work and reflection statement (due T3 W5)		Viva Voce: Presentation regarding scope and direction of major work (20 minutes)	30%
		Literature Review: Research and reflection (1200 words)	40%
		Critique: Evaluates the composition process (1000 words)	30%

WHO SHOULD TAKE THIS COURSE (OR THESE COURSES)?

- Students who study advanced are eligible for extension.
- Students who study extension 1 in both Preliminary and HSC are eligible for extension 2.
- For Preliminary extension, students should have received an A for their RoSA in English.
- HSC extension 1 and 2, students need A for advanced and at least a B for extension.
- From the Syllabus *English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.*
- Students who are considering attempting extension courses should discuss this with the head teacher English, Mr. Papilos or their English teacher.

SUBJECT: ENGLISH ADVANCED

2 units for each of Preliminary and HSC NESA Developed Course

Exclusions: English standard and EAL/D

In the **PRELIMINARY ENGLISH advanced course** students continue to explore opportunities that are offered by challenging texts to investigate complex, evocative ideas, to evaluate, emulate and employ powerful creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

In the **HSC ENGLISH advanced course** students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts.

MAIN TOPICS COVERED:

PRELIMINARY COURSE: The course has two sections:

- **Common Module – Reading to Write**

The common module is the first unit undertaken by students in BOTH standard and advanced. This module explores the ways texts represent aspects of human experiences through a study of Shakespeare.

- **Modules**

Module A: Narratives that Shape our World is the second unit undertaken by students in advanced and explores a range of narratives from the past and contemporary era that illuminate and convey ideas, attitudes and values.

Module B: Critical Study of Literature is the third unit undertaken by students in advanced and develops students' analytical and critical knowledge, understanding and appreciation of a literary text.

HSC COURSE: The course has two sections:

- **Common Module – Texts and Human Experiences.**

The HSC common module is completed in both the standard and advanced course. This module is underpinned by a study of a Shakespearean play. Students deepen their understanding of how texts represent individual and collective human experiences.

- **Modules**

Module A: Textual Conversations is underpinned by a comparative study of poetry and a film. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text.

Module B: Critical Study of Literature is underpinned by a study of a novel. Students develop a detailed, analytical and critical knowledge, understanding and appreciation of a substantial literary text and develop a considered personal response.

Module C: The Craft of Writing is underpinned by the study of a range of texts. Students strengthen and extend their knowledge, skills and confidence as writers.

Particular Course Requirements:

PRELIMINARY ENGLISH ADVANCED COURSE requires:

- study of Shakespeare for the Common Module
- study a range texts drawn from a range of media in Module A
- study ONE substantial literary print text in Module B
- support the study of these texts with their own wide reading

HSC ENGLISH ADVANCED COURSE requires:

- students closely study **four prescribed texts**, one drawn from each of the following categories:
 - Shakespearean drama
 - Prose fiction OR print nonfiction
 - Poetry OR drama
- the remaining text may be film, media or digital text OR may be drawn from one of the categories above
- students must study ONE related text in the common module: Texts and Human Experiences

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	100%
Multimodal Task (5 minutes)	30%
Creative Writing (900 words)	30%
Two examination papers which are written consisting of:	40%
Paper 1 (2 hours)	Paper 2 (80 minutes)
Comprehension	Module A
Creative Writing	Module B
Critical Response	

ASSESSMENT HSC COURSE ONLY:

External Assessment	50%	Internal Assessment	50%
Two examination papers which are written consisting of:		Common Module – Texts and Human Experiences	30%
Paper 1 (1 ½ hours)	40%	Module A – Narratives that Shape our World	20%
Common Module		Module B – Critical Study of Literature	20%
Texts and Human Experiences		Module C – The Craft of Writing	30%
Paper 2 (2 Hours)	60%	(assessed in Trial)	
Module A – Textual Conversations		Trial HSC – 2 Papers	
Module B – Critical Study of Literature		Paper 1 – Common: 10%	
Module C – The Craft of Writing		Paper 2 – Modules: 20%	

WHO SHOULD TAKE THIS COURSE?

- Students are advised to take this course if they gain the following RoSA grades in Year 10: A or B.
- Students who gain a C grade in Year 10 and would like to take advanced English should consult head teacher English, Mr. Papilos about this.
- From the Syllabus (2017): *English Advanced is designed for students to undertake the challenge of higher-order thinking. These students apply critical and creative skills in order to develop their academic achievement through understanding complex texts.* (p.9)
- Students who select this course are able to take the extension course (1U) to add to their study

SUBJECT: ENGLISH STANDARD

2 units for each of Preliminary and HSC NESA Developed Course

Exclusions: English advanced; EAL/D; extension

- In the preliminary English standard course students develop their expertise in English and consolidate their literacy skills in order to enhance their personal, social, educational and vocational lives.
- In the HSC English standard course students refine their composition of and responses to a range of texts in order to be effective, creative and confident communicators.
-

MAIN TOPICS COVERED:

PRELIMINARY COURSE

The course has two sections:

- **Common Module – Reading to Write**
The common module is the first unit undertaken by students in BOTH standard and advanced. This module explores the ways texts represent aspects of human experiences through a study of Shakespeare.
- **Modules**
Module A: Contemporary Possibilities is the second unit undertaken by students in standard and explores the range of new media and technologies and how this impacts on students' understanding of the way meaning is shaped.
Module B: Close Study of Literature is the third unit undertaken by students in standard and focuses on one substantial text in depth and they are required to develop a personal response to the text in its entirety.

HSC COURSE

The course has two sections:

- **Common Module – Texts and Human Experiences**
The HSC common module is completed in both the standard and advanced course. This module is underpinned by a study of a Shakespearean play. Students deepen their understanding of how texts represent individual and collective human experiences.
- **Modules**
Module A: Language, Identity and Culture is underpinned by a study of a film. Students consider how their response to visual texts shapes their self-perception.
Module B: Close Study of Literature is underpinned by a study of a novel. Students develop a considered personal response to a substantial text in its entirety.
Module C: The Craft of Writing is underpinned by the study of a range of texts. Students strengthen and extend their knowledge, skills and confidence as writers.

PARTICULAR COURSE REQUIREMENTS:

In the **PRELIMINARY ENGLISH STANDARD COURSE** students are required to:

- study of Shakespeare for the Common Module
- study ONE complex multimodal or digital text in Module A
- study ONE substantial literary print text in Module B
- support the study of these texts with their own wide reading

HSC ENGLISH STANDARD COURSE REQUIRES:

- the close study of at least **three types of prescribed text**, one drawn from **each** of the following categories:
 - prose fiction OR print nonfiction
 - poetry OR drama
 - film OR media
- students must study ONE related text of in the common module Texts and Human Experiences

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	100%
Multimodal Task (5 minutes)	30%
Creative Writing (800 words)	30%
Two examination papers which are written consisting of:	40%
Paper 1 (2 hours) Paper 2 (80 minutes)	
Comprehension Module A	
Creative Writing Module B	
Critical Response	

ASSESSMENT HSC COURSE ONLY:

External Assessment	50%	Internal Assessment	50%
Two examination papers which are written consisting of:		Common Module – Texts and Human Experiences	30%
Paper 1 (1 ½ hours)	40%	Module A – Language, Culture and Identity	20%
Common Module		Module B – Close Study of Literature	20%
Texts and Human Experiences		Module C – The Craft of Writing (assessed in Trial)	
Paper 2 (2 Hours)	60%	Trial HSC – 2 Papers	30%
Module A – Language, Culture and Identity		Paper 1 – Common: 10%	
Module B – Close Study of Literature		Paper 2 – Modules: 20%	
Module C – The Craft of Writing			

WHO SHOULD TAKE THIS COURSE?

- Students are advised to take this course if they gain any of the following RoSA grades in Year 10: C, D or E.
- Students who do not need Advanced as a prerequisite for university courses
- From the Syllabus (2017): *English Standard is designed for all students to increase their expertise in English and consolidate their skills.* (p.9)
- Standard is NOT a barrier to university.

You are not eligible to take the English extension course from this level.

SUBJECT: ENGLISH EAL/D COURSE

2 units for each of Preliminary and HSC NESAs Developed Course

Exclusions: English (standard) course, English (advanced) course, English extension. Eligibility rules apply. Please ask your teacher to check the NESAs' *ACE Manual*.

COURSE ENTRY REQUIREMENTS

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 Preliminary course. This includes:

- students whose learning has been interrupted by periods away from education in which English was the language of instruction
- Aboriginal and Torres Strait Islander students from Indigenous communities where standard Australian English is not the common language of the local community
- An EALD Eligibility Declaration form must be completed for any student seeking entry to the course.

PRELIMINARY COURSE:

Students are required to study 3 to 4 modules to acquire, develop and use specific English language skills in their examination and analysis of particular aspects of shaping meaning. The modules for study are set out in the table below:

	English EAL/D	Indicative hours
Year 11 course (120 hours)	Module A: Language and Texts in Context	30–40
	Module B: Close Study of Text	30–40
	Module C: Texts and Society	30–40
	Optional teacher-developed module	up to 30
Hours	Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students if required.	
Text requirements	There are no prescribed texts for Year 11. Students are required to : <ul style="list-style-type: none">● Study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet● Study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts● Engage in regular wide reading connected to and described in, each of the modules● Engage in speaking and listening components in each module	

YEAR 11 ENGLISH EAL/D SCHOOL-BASED ASSESSMENT REQUIREMENTS

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

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

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

YEAR 12 COURSE STRUCTURE AND REQUIREMENTS

	English EAL/D	Indicative hours
Year 12 course (120 hours)	Module A: Texts and Human Experiences	30
	Module B: Language, Identity and Culture	30
	Module C: Close Study of Text	30
	Focus on Writing (studied concurrently with the above modules)	30
Text requirements	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selections of texts for the focus on writing module do not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in Module A: Texts and Human Experiences.</p>	

For the **English EAL/D Year 12** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete Module A first
- complete Modules B and C over the course of the year
- complete the Focus on Writing module concurrently with Modules A, B and C, throughout the year
- engage in speaking and listening components in each module

YEAR 12 ENGLISH EAL/D SCHOOL-BASED ASSESSMENT REQUIREMENTS

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

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening
- one task must focus on the concurrent module, Module D – Focus on Writing with a minimum weighting of 25%

ENGLISH EAL/D HSC EXAMINATION SPECIFICATIONS

Paper 1: Module A and Focus on Writing

Section I: Module A – Texts and Human Experiences

Part A (15 marks): There will be three or four questions based on stimulus and/or unseen texts related to Module A.

Part B (15 marks): There will be one question based on the candidate's prescribed text.

Section II: Focus on Writing

There will be one question which may contain parts.

The question will require an imaginative, discursive, persuasive or informative response. This question may include a stimulus and/or an unseen text.

Paper 2: Module B and Module C

Section I: Module B – Language, Identity and Culture (20 marks).

The question will require a sustained response based on the candidate's prescribed text.

Section II: Module C – Close Study of Texts (20 marks).

The question will require a sustained response based on the candidate's prescribed text.

Listening Paper (15 marks) There will be four to six questions.

Questions may require an objective or short-answer response.

Listening material will relate to content explored in Module A and/or Module B.

HSIE

SUBJECT: ANCIENT HISTORY

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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.

The Preliminary course provides a background for the students more specialised HSC studies. In the HSC course, students use archaeological and written evidence to investigate ancient Pompeii and Herculaneum, a personality, an ancient society and a historical period.

MAIN TOPICS COVERED

PRELIMINARY COURSE

PART I – 40%

Investigating the past: history, archaeology and science

Case Studies – Preserved bodies, Boudicca's revolt, Homer and the Trojan War, Masada, Tutankhamun's Tomb

PART II - 40%

Features of ancient societies: Greek and Roman slavery

PART III – 20%

Historical Investigation: A personal topic chosen and developed by each student from within the topics covered in the course. It could be done in a group if so desired.

HSC COURSE

PART I CORE: -25%

Ancient Pompeii and Herculaneum

PART II ANCIENT SOCIETY: - %25

Greek: one of: Minoan, Spartan or Athenian

PART III PERSONALITY: - %25

Hatshepsut or Xerxes or Agrippina

PART IV HISTORICAL PERIOD: - %25

One from:

EGYPT: New Kingdom Egypt to the Death of TuthmosisIV

GREECE: Greece from 500BC – 440BC

ROME: Augustus 31BC – AD14 OR The Julio Claudians 14-69AD

Other options may be decided by class and teacher

ASSESSMENT HSC COURSE ONLY: ANCIENT HISTORY

External Assessment		Internal Assessment	
Section I Core Pompeii - Short answer responses	25	Knowledge and understanding of course content	40
Section II Ancient Societies - Extended Response	25	Historical Skills & analysis Historical inquiry & research	20 20
Section III Personalities - Extended Response	25	Communication of historical understanding in appropriate forms	20
Section IV Historical Periods - Extended Response	25		

SUBJECT: BUSINESS STUDIES

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Business studies investigates the role, operation and management of businesses within our society. Students are required to examine contemporary business issues and investigate aspects of business using hypothetical situations and actual business case studies.

The Preliminary course examines the above with a focus on small to medium enterprises whereas in the Higher School Certificate course the focus is large businesses, any of which operate at a global scale.

Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Nature of business 20% of course time
- Business planning 40% of course time
- Business management 40% of course time

HSC COURSE

- Operations 25% of course time
- Marketing 25% of course time
- Finance 25% of course time
- Human resources 25% of course time

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
Section I Objective response question	20	Knowledge and understanding of course content	40
Section II Short-answer questions 40	40	Stimulus-based skills	20
Section III Candidates answer one extended response question in the form of a business report	20	Inquiry and research	20
Section IV Candidates answer one extended response question	20	Communication of business information, ideas and issues in appropriate forms	20

SUBJECT: ECONOMICS

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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 or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Introduction to economics 10% of course time
- Consumers and business 10% of course time
- Markets 20% of course time
- Labour markets 20% of course time
- Financial markets 20% of course time
- Government in the economy 20% of course time

HSC COURSE

- The Global economy 25% of course time
- Australia's place in the global economy 25% of course time
- Economic issues 25% of course time
- Economic policies and management 25% of course time

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
A three hour written examination	100	Tests/exams	50
		Research, investigation and communication	30
		Stimulus based skills	20

SUBJECT: GEOGRAPHY

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

The senior geography course investigates the world to provide a description and interpretation of the varied character of the earth and its people. The study of geography allows students to develop an ability to recognise and understand environmental change and the interactions which take place in the world. The senior geography course aims to stimulate a natural curiosity about how and why the world's people and their environment are so varied.

The **Preliminary course** focuses on an investigation of biophysical processes, an understanding of how these processes contribute to sustainable development and the social, cultural, economic, political and environmental challenges occurring in the world. There is also a senior geography project to be undertaken where students select and investigate a geographical issue of their own choice.

The **HSC course** focuses on investigating ecosystems at risk, their management and protection; world cities, mega cities and the economic activities of people on a local and global scale.

Students choosing to study geography will work towards developing competencies in collecting, analysing, organising and communicating information, problem solving, planning and organising activities and using technology.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

Biophysical studies 45% of course time

Global studies 45% of course time

The senior geography project 10% of course time

HSC COURSE

Ecosystems at risk 33% of course time

Urban places 33% of course time

People and economic activity 33% of course time

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

PARTICULAR COURSE REQUIREMENTS:

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.

ASSESSMENT HSC COURSES ONLY:

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

External Assessment		Internal Assessment	
Section I Objective response question	20	Knowledge and understanding of course content	40
Section II Short-answer questions	40	Geographical skills & tools Geographical Inquiry and research	20 20
Section III Candidates answer three (3) extended response questions from stimulus material	40	Communication of geographic information, ideas and issues in appropriate forms	20

SUBJECT: MODERN HISTORY

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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 as a background for their more specialised HSC studies.

The **HSC course** is designed for students to investigate national and international forces for change and continuity in the twentieth century through 4 major studies.

Main Topics Covered:

Students are required to study Parts I, II and III of the course

Preliminary Course

Part I: Investigating Modern History – The nature of Modern History **50%**

- **The Contestability of the Past –**
The sinking of the Lusitania; Pearl Harbour.
- **Case Studies**
At least TWO case studies should be undertaken:
One from Australia, Europe, North America: The Trans-Atlantic Slave Trade
One from the Asia Pacific: Meiji Restoration in Japan

Part II: Historical Investigation **20%**

Students will investigate a case study of their own, an aspect of a case study or an aspect of the Preliminary core study.

Part III: The Shaping of the Modern World : **30%** World War I

HSC Course (120 hours indicative)

Students are required to study Parts I, II, III and IV of the course.

Part I: Core Study: Power and Authority in the Modern World 1919-1946 **25%**

Part II: ONE National Study: **25%** USA 1919-1941

Part III: ONE Study in Peace and Conflict: **25%** Conflict in the Pacific 1937-1951

Part IV: Change in the Modern World **25%** Nuclear age 1945-2011

ASSESSMENT HSC COURSES ONLY:

Assessment: HSC Course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination in three parts	100	Core, national and international studies are assessed through a range of tasks including: Research source analysis oral and written communication	To be advised by NESA
	100		100

SUBJECT: HISTORY EXTENSION (YEAR 12)

1 unit for HSC

NESA Developed Course

The HSC History extension course is to enable students to build on the outcomes of the Stage 6 ancient history and modern history courses in relation to historiography and historical enquiry and communication. The course further develops students' understanding of how historians work. The focus of the course is not on content alone, although an understanding of content is important. Rather than simply extending students' knowledge of a particular period or event in history, the course is aimed at using specific historical investigations to reflect on the nature of history and how and why approaches and interpretations change over time.

MAIN TOPICS COVERED:

PART I: WHAT IS HISTORY?

Percentage of course time: 60%

Students use historical debates from one case study and a source book of historical readings to investigate the question

'What is history?' through the key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

PART II: HISTORY PROJECT

Percentage of course time: 40% Students learn historical skills of:

- developing a proposal for a historical investigation
- locating, selecting, analysing, synthesising and evaluating information from a range of historical sources
- presenting research findings through a well-structured historical text
- appropriate referencing
- preparing a bibliography
- reviewing key sources
- reflecting on process and product

and apply the skills by designing and conducting their own historical investigation.

ASSESSMENT HSC COURSES ONLY:

External Assessment		Internal Assessment	
Section I Extended response	50	Knowledge and understanding of significant historical ideas and processes	40
Section II Extended response	50	Skills in designing, undertaking and historical inquiry and analysis	60

SUBJECT: LEGAL STUDIES

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

The Preliminary course develops student 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 are also a feature of Year 11. Students are engaged in investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives, in particular areas of Law reform.

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 and whether our current laws achieve just outcomes for a range of stakeholders.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- The Legal system 40% of course time
- The individual and the Law 30% of course time
- Law in practice 30% of course time

HSC COURSE

- Crime 30% of course time
- Human rights 20% of course time
- Additional option studies 50% of course time

Two chosen from consumers, families, global environments, Indigenous people, shelter, workplace, world order. **Key themes incorporated across all topics:** justice, law & society, culture, values and ethics, conflict and co-operation, continuity and change, legal processes and institutions, effectiveness of the legal system.

PARTICULAR COURSE REQUIREMENTS:

No special requirements

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
Section I Objective response question	20	Knowledge and understanding of course content	40
Section II Part A - Crime Part B – Human Rights	30	Analysis & Evaluation Inquiry and research	20 20
Section III Candidates answer two(2) extended response questions in the form of a 1000 word essay	50	Communication of legal information, ideas and issues in appropriate forms	20

SUBJECT: SOCIETY AND CULTURE

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Society and culture deals with the investigation of Australian and global societies in relation to concepts of environment, time and culture. Students engage in both secondary and primary methods of research to construct their own perspectives of the complex world in which we live. There is a strong cross-cultural component across both Year 11 and Year 12. Students also are required to write a Personal Interest Project, which develops social understanding and offers a 'taste' of the academic study of the humanities. Students find this a rewarding and personally relevant course which gives them a new, informed perspective on their social world.

MAIN TOPICS COVERED:

PRELIMINARY COURSE (120 indicative hours)

- The social and cultural world: 30% of course time
- Personal and social identity 40% of course time
- Intercultural communication 30% of course time

HSC COURSE (120 indicative hours)

Core:

- The Personal Interest Project 30% of course time
- Social and cultural continuity and change 30% of course time

DEPTH STUDIES: 40% of course time

TWO to be chosen from:

- Popular culture – Surfing and Anime
- Belief systems
- Social inclusion and exclusion – ATSi focus
- Conformity and non-conformity

PARTICULAR COURSE REQUIREMENTS:

No special requirements

ASSESSMENT HSC COURSE ONLY:

External Assessment		Internal Assessment	
A two hour written examination	60	Oral	20
Personal Interest Project	40	Application of methodological skills	20
		Secondary research	20
		Tests/exams	40

LANGUAGES

SUBJECT: CHINESE BEGINNERS

2 units for each of Preliminary and HSC NESA Developed Course

Exclusions: Chinese Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual.

The Chinese Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Chinese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Chinese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Chinese in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

MAIN TOPICS COVERED:

The Personal World and the Chinese-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1: Listening	30	Reading	30
Section 2: Reading	30	Writing	20
Section 3: Writing in Chinese	20	Speaking	20

SUBJECT: CHINESE CONTINUERS

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Chinese Beginners

Prerequisites: 200-300 hours study of the language or equivalent

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

MAIN TOPICS COVERED

Themes:

- the individual
- the Chinese-speaking communities
- the changing world

The theme, *the individual*, 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. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Chinese-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as youth issues and, tourism and hospitality.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment		
Task 1: Conversation/Interview/Monologue and response to written text		30
Task 2: Response to a Spoken Text/Writing Task		30
Task 3: Yearly Examination		40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Written Examination		Listening	20
Section 1 - Listening and Responding	20	Reading	40
Section 2 - Reading and Responding	55	Speaking	10
Section 3 - Writing	25	Speaking	30

SUBJECT: CHINESE AND LITERATURE

2 units for each of Preliminary and HSC

NESA Developed Course

The *Chinese and Literature* course is designed for students with a cultural and linguistic background in Chinese.

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

MAIN THEMES COVERED:

- The Individuals and communities
- Youth culture
- Overseas Chinese-speaking communities
- Global issues

The aims of the syllabus are to develop students:

- ability to use Chinese to communicate with others
- understanding and appreciation of the cultural contexts in which Chinese is used
- ability to reflect on their own and other cultures
- understanding of language as a system
- opportunities to make connections between Chinese and English and/or other languages
- cognitive, learning and social skills
- potential to apply Chinese to work, further study, training or leisure.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Written Examination		Listening	20
Section 1 – Listening and Responding	20	Reading	40
Section 2 – Reading and Responding	55	Speaking	10
Section 3 – Writing	25	Writing	30

SUBJECT: FRENCH BEGINNERS

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: French Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE manual.

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in French in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

MAIN TOPICS COVERED:

The Personal World and the French-speaking Communities

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening	30	Reading	30
Section 2 Reading	30	Writing	20
Section 3 Writing in French	20	Speaking	20

SUBJECT: FRENCH CONTINUERS

2 units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: French Beginners

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

MAIN TOPICS COVERED:

Themes:

- the individual
- the French-speaking communities
- the changing world

The theme, *the individual*, 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. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the French-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as travel and tourism, current issues and the young person's world.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening and Responding	25	Reading	30
Section 2 Reading and Responding	40	Writing	20
Section 3 Writing in French	15	Speaking	20

SUBJECT: ITALIAN BEGINNERS

2 units for each of Preliminary and HSC NESAs Developed Course

Exclusions: Italian Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESAs ACE Manual.

The Italian Beginners Stage 6 course is a two year course, which has been designed for students who wish to begin their study of Italian at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Italian language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Italian in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

MAIN TOPICS COVERED

The personal world and the Italian-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening	30	Reading	30
Section 2 Reading	30	Writing	20
Section 3 Writing in Italian	20	Speaking	20

SUBJECT: ITALIAN CONTINUERS

2 units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: Italian Beginners

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

MAIN TOPICS COVERED:

Themes:

- the individual
- the Italian-speaking communities
- the changing world

The theme, *the individual*, 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. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Italian-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as communication, tourism and hospitality and Italian influence.

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening and Responding	25	Reading	30
Section 2 Reading and Responding	40	Writing	20
Section 3 Writing in Italian	15	Speaking	20

SUBJECT: JAPANESE BEGINNERS

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Japanese Continuers; Japanese Extension; Japanese in Context; Japanese and Literature. Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA's ACE Manual.

The Japanese Beginners Stage 6 course is a two year course, which has been designed for students who wish to begin their study of Japanese at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Japanese language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Japanese in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

MAIN TOPICS COVERED:

The Personal world and The Japanese-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening	30	Reading	30
Section 2 Reading	30	Writing	20
Section 3 Writing in Japanese	20	Speaking	20

SUBJECT: JAPANESE CONTINUERS

2 units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: Japanese Beginners; Japanese in Context; Japanese and Literature.

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

MAIN TOPICS COVERED:

Themes:

- the individual
- the Japanese-speaking communities
- the changing world

The theme, *the individual*, 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. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Japanese-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as current issues.

PARTICULAR COURSE REQUIREMENTS:

All themes listed in the syllabus must be studied for the HSC.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening and Responding	25	Reading	30
Section 2 Reading and Responding	40	Writing	20
Section 3 Writing in Japanese	15	Speaking	20

SUBJECT: SPANISH BEGINNERS

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Spanish Continuers. Other eligibility rules apply to the study of this subject. Check with your teacher or NESA's ACE Manual.

The Spanish Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Spanish at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Spanish language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

The Preliminary course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

In the HSC course students will extend and refine their communication skills in Spanish in contexts defined by topics and will gain a deeper knowledge and understanding of language and culture.

MAIN TOPICS COVERED:

The Personal World and the Spanish-speaking Communities:

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

PARTICULAR COURSE REQUIREMENTS:

No special requirements.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening	30	Reading	30
Section 2 Reading	30	Writing	20
Section 3 Writing in Spanish	20	Speaking	20

SUBJECT: SPANISH CONTINUERS

2 units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: 200-300 hours study of the language or equivalent

Exclusions: Spanish Beginners

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

MAIN TOPICS COVERED:

Themes:

- the individual
- the Spanish-speaking communities
- the changing world

The theme, *the individual*, 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. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Spanish-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as communication, tourism and hospitality and Spanish influence.

PARTICULAR COURSE REQUIREMENTS:

All themes listed in the syllabus must be studied for the HSC.

ASSESSMENT PRELIMINARY COURSE ONLY:

Internal Assessment	
Task 1: Conversation, Interview/Written Response	30
Task 2: Response to a Spoken Text/Writing Task	30
Task 3: Yearly Examination	40

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Oral Examination	20	Component	
Written Examination		Listening	30
Section 1 Listening and Responding	25	Reading	30
Section 2 Reading and Responding	40	Writing	20
Section 3 Writing in Spanish	15	Speaking	20

MATHEMATICS

SUBJECT: MATHEMATICS

Mathematics forms a part of a well-rounded education. Although not compulsory in Years 11 and 12, the study of mathematics builds logical, problem-solving capacity and analytical thinking skills, applicable in many varied situations and careers. For those who do decide to take mathematics courses in year 11, three courses are available – Mathematics Standard is a non-calculus course and Mathematics Advanced and Mathematics Extension 1 are calculus based courses.

Students intending to go to university to study any kind of STEM degree (science, technology, engineering, mathematics) should choose Mathematics Advanced and are advised to include Mathematics Extension 1 in Years 11 and 12.

Mathematics Standard is aimed at students who wish to continue with their study of Mathematics in years 11 and 12 to gain a better understanding and application of Mathematics and numeracy in real world situations. It is suitable for a wide range of future career options, including many different trades requiring financial, statistical and practical problem-solving capabilities. Mathematics Standard will not prepare you for a science, medicine, engineering or Mathematics degree.

SUBJECT: MATHEMATICS ADVANCED

2 units for each of Preliminary and HSC NESA Developed Course

0 units in the HSC if studying in conjunction with Mathematics Extension 2

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

- Algebraic techniques
- Surds and indices
- Equations
- Linear Relationships
- Trigonometry and Pythagoras' Theorem
- Single Variable Data Analysis

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

- Non-linear relationships
- Properties of Geometrical Shapes

Exclusions:

Students may **not** study the Mathematics Advanced course in conjunction with the Mathematics Standard course.

Course description:

- The Mathematics Advanced course is a calculus based course focused on developing student awareness of Mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.
- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced year 12 course.
- All students studying the Mathematics Advanced course will sit for an HSC examination.

The study of Mathematics Advanced in Stage 6:

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

Content:

The Mathematics Advanced year 11 course content is comprised of five topics, with the topics divided into subtopics. The Mathematics Advanced Year 12 course content includes four of the same topics and the topic of Financial Mathematics in place of the topic of Exponential and Logarithmic Functions. The topics and subtopics are:

Year 11	Year 12
Topic: Functions <ul style="list-style-type: none">• Working with Functions	Topic: Functions <ul style="list-style-type: none">• Graphing Techniques
Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometry and Measure of Angles• Trigonometric Functions and Identities	Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometric Functions and Graphs
Topic: Calculus <ul style="list-style-type: none">• Introduction to Differentiation	Topic: Calculus <ul style="list-style-type: none">• Differential Calculus• Applications of Differentiation• Integral Calculus
Topic: Exponential and Logarithmic Functions <ul style="list-style-type: none">• Logarithms and Exponentials	Topic: Financial Mathematics <ul style="list-style-type: none">• Modelling Financial Situations
Topic: Statistical Analysis <ul style="list-style-type: none">• Probability and Discrete Probability Distributions	Topic: Statistical Analysis <ul style="list-style-type: none">• Descriptive Statistics and Bivariate Data Analysis• Random Variables

SUBJECT: MATHEMATICS EXTENSION 1

1 unit in each of Preliminary and HSC

NESA Developed Course

2 units in the HSC if studying in conjunction with Mathematics Extension 2

Prerequisites: The Mathematics Extension 1 year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7-10 Syllabus and in particular the content and outcomes of **all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands:**

- Polynomials
- Logarithms
- Functions and other graphs
- Circle Geometry

Exclusions:

Students may **not** study the Mathematics Extension 1 course in conjunction with the Mathematics Standard course.

Course description:

- The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.
- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and therefore also the Mathematics Advanced Year 12 course.
- All students studying the Mathematics Extension 1 course will sit for an HSC examination.

The study of Mathematics Extension 1 in Stage 6:

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

Content:

The Mathematics Extension 1 Year 11 course content is comprised of four topics, with the topics divided into subtopics. The Mathematics Extension 1 Year 12 course content includes the topics Trigonometric functions and Calculus continued from Year 11 and introduces three different topics. The topics and subtopics are:

Year 11	Year 12
Topic: Functions <ul style="list-style-type: none">• Further Work with Functions• Polynomials	Topic: Proof <ul style="list-style-type: none">• Proof by Mathematical Induction
Topic: Trigonometric Functions <ul style="list-style-type: none">• Inverse Trigonometric Functions• Further Trigonometric Identities	Topic: Vectors <ul style="list-style-type: none">• Introduction to Vectors
Topic: Calculus <ul style="list-style-type: none">• Rates of Change	Topic: Trigonometric Functions <ul style="list-style-type: none">• Trigonometric Equations
Topic: Combinatorics <ul style="list-style-type: none">• Working with Combinatorics	Topic: Calculus <ul style="list-style-type: none">• Further Calculus Skills• Applications of Calculus
	Topic: Statistical Analysis <ul style="list-style-type: none">• The Binomial Distribution

SUBJECT: MATHEMATICS EXTENSION 2 (YEAR 12)

2 units for the HSC

NESA Developed Course

Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.

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

Exclusions:

Students may **not** study the Mathematics Extension 2 course in conjunction with the Mathematics Standard course.

Course description:

- The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course
- The stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum
- All students studying the Mathematics Extension 2 course will sit for an HSC examination

The study of Mathematics Extension 2 in Stage 6:

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

Content:

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

Year 12 - Mathematics Extension 2		
Topic: Proof <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction 		Topic: Vectors Further Work with Vectors
Topic: Complex Numbers <ul style="list-style-type: none"> • Introduction to Complex Numbers • Using Complex Numbers 		Topic: Calculus Further Integration
Topic: Mechanics <ul style="list-style-type: none"> • Applications of Calculus to Mechanics 		

ASSESSMENT COMPONENTS AND WEIGHTINGS FOR MATHEMATICS, ADVANCED, EXTENSION 1 AND EXTENSION 2

PRELIMINARY COURSES

The suggested components and weightings for the Preliminary courses are set out below

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

HSC COURSES

The mandatory components and weightings for the HSC courses are set out below. For Mathematics Advanced, Mathematics Extension 1, the internal assessment mark submitted to NESAs may be based on the whole course (i.e. both Preliminary and HSC courses).

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

SUBJECT: PRELIMINARY MATHEMATICS STANDARD/HSC MATHEMATICS STANDARD 2

2 units for each of Preliminary and HSC

NESA Developed Course

Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7-10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:

- Area and surface area
- Financial Mathematics
- Linear Relationships
- Non-Linear Relationships
- Right-Angled Triangles (Trigonometry)
- Single Variable Data Analysis
- Volume
- some content from Equations
- some content from Probability

Exclusions: Students may **not** study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course or any other stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course

Course description:

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (category B) or the Mathematics Standard 2 Year 12 course (category A). Please note Mathematics Standard 1 is not available at our school.

- All students studying the Mathematics Standard 2 course will sit for an HSC examination
- All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.

The study of Mathematics Standard 2 in Stage 6:

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

Content:

The Mathematics Standard Year 11 course comprises of four topics, with the topics divided into subtopics. The Mathematics Standard 2 Year 12 course content includes the same four topics and the additional topic of Networks. The topics and subtopics are:

Year 11	Year 12
Topic: Algebra <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships 	Topic: Algebra <ul style="list-style-type: none"> • Types of Relationships
Topic: Measurement <ul style="list-style-type: none"> • Applications of Measurement • Working with Time 	Topic: Measurement <ul style="list-style-type: none"> • Non-right-angled Trigonometry • Rates and Ratios
Topic: Financial Mathematics <ul style="list-style-type: none"> • Money Matters 	Topic: Financial Mathematics <ul style="list-style-type: none"> • Investments and Loans • Annuities
Topic: Statistical Analysis <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	Topic: Statistical Analysis <ul style="list-style-type: none"> • Bivariate Data Analysis • The Normal Distribution
	Topic: Networks <ul style="list-style-type: none"> • Network Concepts • Critical Path Analysis

ASSESSMENT COMPONENTS AND WEIGHTINGS FOR MATHEMATICS STANDARD

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

SUBJECT: DANCE

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil**COURSE FEE: \$45**

The study of dance as an artform in education is based on the study of three interrelated components: performance, composition and appreciation. Through the study of dance as an artform, students learn about and through dance performance. That is, the knowledge, understanding and body to dance (dance technique) and the application and demonstration of knowledge, understanding and skills in a 'dance/work'. They learn about and through dance composition. That is, the knowledge, understanding and skills which underpin the theories, principles, processes and practices of dance composition. The students are encouraged to create and develop a personal response that communicates intent. They learn about and through appreciation of dance as works of art. That is, the study of seminal artists and works for their contribution to the development of dance.

MAIN TOPICS COVERED**PRELIMINARY (120 INDICATIVE HOURS)****Course time:**

Core performance	20%
Core composition	20%
Core appreciation	20%
Core additional	40% *

*Note: to be allocated by the teacher to suit the specific circumstances/context of the class

HSC COURSE (120 INDICATIVE HOURS)**Course time:**

Core performance	20%
Core composition	20%
Core appreciation	20%
Major study	40% *

*Note: Major Study can be in Performance OR Appreciation OR Dance Technology

PARTICULAR COURSE REQUIREMENTS:

Nil

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
Practical examinations:		Practical examinations:	
Core performance	20	Core performance	20
Core composition	20	Core composition	20
Major study performance	40	*Major study performance	40*
Major study composition	40	*Major study composition	40*
Written examinations:		Written examinations:	
1 hour written examination	20	1 hour written examination	20
Major study major appreciation	40	*Major study major appreciation	40*

*Only ONE of these Major studies may be taken.

SCIENCE

COURSE REQUIREMENTS:

YEAR 11 COURSE:

- 120 indicative hours are required to complete the course incorporating 15 hours for the depth study
- Skill as described in working scientifically and practical experiences (minimum of 35 indicative hours)

YEAR 12 COURSE:

- The Year 11 course is a prerequisite
- 120 indicative hours are required to complete the course incorporating 15 hours for the depth study
- Skill as described in working scientifically and practical experiences (minimum of 35 indicative hours)

ASSESSMENT

YEAR 11 COURSE

The suggested components and weightings for the Preliminary courses are set out below

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

SUBJECT: BIOLOGY 2 UNIT

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

In the Year 11 course students examine: the structure and function of organism at both the cellular and tissue levels in order to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms; the relationship between the transport systems that allow the organism to exchange nutrients, gases and wastes between the internal and external environments; the theory of evolution by natural selection and the effect of various selective pressures on biodiversity; and explore how the theory of evolution by natural selection can be used to explain periodic increases and decreases in populations and biodiversity.

In the Year 12 course students: expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity; examine the treatment, prevention and control of infectious disease both locally and globally; explore the study of non-infectious disease and disorders, including their causes and effects on human health; and explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

- Module 1: Cells as the basis of life
- Module 2: Organisation of living things
- Module 3: Biological diversity
- Module 4: Ecosystems dynamics

HSC COURSE

- Module 5: Heredity
- Module 6: Genetic change
- Module 7: Infectious disease
- Module 8: Non-infectious disease and disorders

SUBJECT: CHEMISTRY 2 UNIT

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Chemistry is the study of the physical and chemical properties of substances, with a focus on substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

In the Year 11 course students: analyse trends and patterns in relation to the properties of pure substances, use these to predict the properties of other pure substances and use this knowledge to determine the ways in which substances can be separated from each other; quantify reactions in order to make predictions about yields and calculate the mass of reactants and products; study how chemicals react, the changes in matter and energy that take place during these reactions, and how these chemical reactions and changes relate to the chemicals that are used in everyday life; and investigate factors that initiate and drive a reaction.

In the Year 12 course students: study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle; analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids; students investigate the many classes of organic compounds and their characteristic chemical reactions; and investigate a range of methods used to identify and measure quantities of chemicals.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Properties and structure of matter
- Module 2: Introduction to quantitative chemistry
- Module 3: Reactive chemistry
- Module 4: Drivers of reactions

YEAR 12 COURSE

- Module 5: Equilibrium and acid reactions
- Module 6: Acid-base reactions
- Module 7: Organic chemistry
- Module 8: Applying chemical Ideas

SUBJECT: EARTH AND ENVIRONMENTAL SCIENCE 2 UNIT

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Earth and environmental science is the study of the planet Earth, its processes and its environment.

In the Year 11 course students: investigate rock composition and the origins of the component materials, including minerals; use the theory of plate tectonics to explain the location and causes of earthquakes, volcanoes, the location of mountain ranges and ocean floor trenches; use knowledge of the Earth's processes and of energy transfer to explain phenomena and predict areas at risk; and investigate how humans use the Earth's resources to maintain life and provide infrastructure.

In the Year 12 course students: investigate how the processes of plate tectonics, together with the formation of water and the introduction of life have altered and continue to alter both the atmosphere and lithosphere; investigate the impact of natural disasters such as earthquakes, volcanic activity and cyclones on the Earth's environment; examine the mechanisms and scientific evidence for climate variation; and 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.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Earth's resources
- Module 2: Plate tectonics
- Module 3: Energy transformations
- Module 4: Human impacts

YEAR 12 COURSE

- Module 5: Earth's processes
- Module 6: Hazards
- Module 7: Climate science
- Module 8: Resource management

SUBJECT: PHYSICS 2 UNIT

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Physics investigates natural phenomena, identifies patterns and applies, in a wide range of interesting contexts, models, principles and laws to explain their behaviour.

In the Year 11 course students: come to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, particularly in regard to the motion of an object; examine the effects of forces, the interactions and relationships that can occur between objects and representing these using vectors and equations; examine mechanical waves and electromagnetic waves including their similarities and differences and energy and its transfer; and examine how the analysis of electrical circuits' behaviour and the transfer and conversion of energy in electrical circuits has led to a variety of technological applications.

In the Year 12 course students: develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system; investigate the interactions that take place between charged particles and electric and magnetic fields; explore the evidence supporting the theories about mechanics, electricity and magnetism and the nature of matter and the power of scientific theories to make useful predictions; investigate where all the matter that makes up the universe, the development of the atomic model and in the information that can be learned about sub-atomic particles through experiments with particle accelerators.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Kinematics
- Module 2: Dynamics
- Module 3: Waves and thermodynamics
- Module 4: Electricity and magnetism

YEAR 12 COURSE

- Module 5: Advanced mechanics
- Module 6: Electromagnetism
- Module 7: The nature of light
- Module 8: From the universe to the atom

SUBJECT: INVESTIGATING SCIENCE 2 UNIT

2 units for each of Preliminary and HSC NESA Developed Course

Inclusions: At least one Year 11 course in biology, chemistry, earth & environmental science or physics

The study of investigating science in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying working scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

In the Year 11 course students: explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations; engage in gathering primary and secondary-sourced data to assist them in conducting and reporting on investigations; recognise that many scientific models have limitations and are modified as further evidence comes to light; evaluate their own models, which are generated through practical investigation; and examine how complex models and theories often require a wide range of evidence, which impacts on society and the environment.

In the Year 12 course students: explore the importance of accuracy, validity and reliability in relation to the investigative work of a scientist; examine the differences between a scientific investigation and a scientific report; consider experimental risks as they engage with the skills of working scientifically; investigate the appropriateness of using a range of technologies in conducting practical investigations; investigate claims through conducting practical and secondary-sourced investigations and evaluate these based on scientific evidence; and explore the impacts of ethical, social, economic and political influences on science and its research.

MAIN TOPICS COVERED:

YEAR 11 COURSE

- Module 1: Cause and effect – observing
- Module 2: Cause and effect – inferences and generalisations
- Module 3: Scientific models
- Module 4: Theories and laws

YEAR 12 COURSE

- Module 5: Scientific investigation
- Module 6 Technologies
- Module 7: Fact or fallacy?
- Module 8: Science and society

SUBJECT: DISCOVERING PSYCHOLOGY

1 unit

NESA Endorsed Course

The course is designed as an introduction to basic psychology - an area not dealt with in any existing course. It aims to develop an appreciation of complex animal and human behaviour and an understanding of the problems of meeting stress, mental health problems, interactions with others and an acceptance of ourselves.

COURSE CONTENT

Some areas of study are: The responsive brain, sensation, perception, dreams.

The broad areas of the course are: Human behaviour and interaction; health, mind and behaviour.

1. Introduction and Animal behaviour:

A brief outline of the importance of psychology as a study - its controversy and stigma; its ability to describe and explain events and processes including the investigation of apparatus and techniques of psychological enquiry. This section looks at various animals, their communication and behaviour link these studies to psychology.

2. Aspects of behaviour:

- a. Biological: observing behaviour with respect to the individual and the survival of the species – the effects of experience on behaviour. Description of the brains connection with emotions and motivation.
- b. Environmental: demonstrating the role the environment has in shaping an individual's behaviour.
- c. Cognitive and subconscious: observe sensory perception, illusion, stress and its consequences, creativity, personality theories psychoanalytical interpretations and theory of case studies in treating abnormal conditions (e.g. abnormal sleep patterns). Learning and problem solving is also examined.

3. Applications of psychological knowledge and techniques:

Explaining normal distribution, irrational emotions, schizophrenia and mental illnesses.

SUBJECT: SCIENCE EXTENSION 1 (YEAR 12)

The science extension 1 course will focus on the nature, development and processes of science. The course will require students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of biology, chemistry, earth and environmental science and physics. Students are provided with opportunities to refine and extend their skills of working scientifically.

The course is designed for students who have attained a high level of achievement in one or more of the science disciplines in Year 11 and are planning to pursue further study in science, technology, engineering or mathematics (STEM) based courses offered at the tertiary level.

The Modules may include:

Module 1: The foundations of scientific thinking

Module 2: The scientific research proposal

Module 3: The data, evidence and decisions

Module 4: The scientific research report

TAS – TECHNOLOGY AND APPLIED SCIENCE

SUBJECT: DESIGN AND TECHNOLOGY

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$109

Design & technology is a course where the emphasis is on designing and the related research and planning. Students seeking a course of study that is more practical in nature should study industrial technology. Students study design processes, design theory and factors in relation to design projects.

In the **Preliminary course** student's study designing and producing which includes the completion of at least two design projects.

In the **HSC course** students undertake a study of innovation and emerging technologies which includes a case study of an innovation. They also study designing and producing which includes the completion of a major design project.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

Designing and producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques.

HSC COURSE

Innovation and emerging technologies including a case study of innovation. The study of designing and producing includes a major design project. The major design project can focus on any area of the student's choice. However, students will need to be mindful of the capabilities of the teacher and school's facilities when making their final choice. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary course, students must participate in hands-on practical activities. In the HSC course, the comprehensive study of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.

ASSESSMENT HSC COURSE ONLY:

50% External examination	
Section I A one and a half hour written exam. Questions based on innovation & emerging technologies, Designing and Producing. These will provide opportunities for students to make reference to the major design project and the case study.	40
Section II Major design project, project proposal, folio, product, system or environment	60
50% Internal assessment	
Innovation and emerging technologies, including a compulsory case study of an innovation/design/designer	40
Designing and producing (which may include aspects of the major design project)	60

SUBJECT: ENGINEERING STUDIES

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$42

Engineering studies is a complex and sometimes difficult course which offers a solid grounding in concepts vital to the study of engineering at university. Related tertiary studies where students would gain the advantage of prior knowledge provided by engineering studies include architecture, metallurgy and industrial design. 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.

MAIN TOPICS COVERED:

PRELIMINARY COURSE

Students undertake the study and develop an engineering report for two of the modules:

- Fundamentals
- Products
- Braking systems
- Biomedical - report.

HSC COURSE

Students undertake the study and develop an engineering report for each of 4 modules:

- 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 HSC COURSE ONLY:

External Examination		Internal Assessment	
A three hour written examination		2 engineering reports	65
Section I	10		
Application modules		Trial examination	35
Section II	70		
Historical and societal influence scope of the profession, application and focus modules			
Section III	20		
All modules engineering reports			

SUBJECT: FOOD TECHNOLOGY

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$87

Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of 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.

MAIN TOPICS COVERED:

Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

PRELIMINARY COURSE

- Food availability and selection (30%)
- Food quality (40%)
- Nutrition (30%)

HSC COURSE

- The Australian food industry (25%)
- Food manufacture (25%)
- Food product development (25%)
- Contemporary nutrition issues (25%)

PARTICULAR COURSE REQUIREMENTS:

- There is no prerequisite study for the 2 unit Preliminary course. Completion of the 2 unit Preliminary course is a prerequisite to the study of the 2 unit HSC course.
- In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues.
- It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
A three hour written examination	100	Knowledge and understanding about the Australian food industry, food manufacture, food product development and contemporary food issues (nutrition or marketplace)	20
		Research, analysis and communication	30
		Experimentation and preparation	30
		Design, implementation and evaluation	20

SUBJECT: HOSPITALITY

COURSE FEE: \$165 (FOOD COMPONENT) AND \$175 (MANDATORY UNIFORM & KIT)



Education
Public Schools

Hospitality – Kitchen Operations Course Descriptor 2020

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT 20416 Certificate II in Kitchen Operations

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

Course: Hospitality (240 indicative hours) Board Developed Course Number: 26511		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
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 this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SIT 20416 Certificate II in Kitchen Operations		Units of Competency	
8 Core BSBWOR203 Work effectively with others SITXWHS001 Participate in safe work practices SITHCCC001 Use food preparation equipment SITHCCC005 Prepare dishes using basic methods of cookery SITHCCC011 Use cookery skills effectively SITHKOP001 Clean kitchen premises and equipment SITXFSA001 Use hygienic practices for food safety SITXINV002 Maintain the quality of perishable items		5 Electives SITHIND002 Source and use information on the hospitality industry SITXFSA002 Participate in safe food handling practices SITHCCC003 Prepare and present sandwiches SITHCCC002 Prepare and present simple dishes SITHCCC006 Prepare appetisers and salads Additional units required to attain an HSC credential in this course BSBSUS201 Participate in environmentally sustainable work practices	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
<ul style="list-style-type: none"> Supporting and working with colleagues to meet goals and working in a team 		<ul style="list-style-type: none"> Preparing menus, managing resources, preparing, cooking food and menus items 	
Examples of occupations in the Hospitality Industry			
<ul style="list-style-type: none"> Breakfast cook Catering assistant 	<ul style="list-style-type: none"> Fast food cook Sandwich hand 	<ul style="list-style-type: none"> Takeaway food cook Trainee chef 	
Mandatory course requirements to attain a HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
Admission Requirements To enrol in SIT 20416 Certificate II in Kitchen Operations, students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher. Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$165 Uniform and Chef's Kit: \$175 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. If you are unable to make contributions or are experiencing financial difficulty, please contact your school. Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school			
A school-based traineeship and apprenticeship is available in this course. For more information contact the school's Careers Adviser, Mr Mew.			
Exclusions: VET course exclusions can be confirmed with the school.			

SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$109

Industrial technology Stage 6 consists of project work and industry study that develops a broad range of skills and knowledge related to the industry focus area chosen, and an introduction to industrial processes and practices.

The focus areas include automotive industries; building and construction industries; electronics industries; graphics industries; metals and engineering industries; multimedia industries; plastics industries; timber products and furniture industries. At Mosman High rooming and teacher expertise limits focus areas to timber and furniture industries or graphics and multimedia industries.

PRELIMINARY COURSE (120 INDICATIVE HOURS)

Industry Study 15%

Study of the organisation and management of an individual business within the focus area, including:

- Structural
- Environmental
- Personnel
- Technical
- Sociological
- OHS issues

Design 10%

Design and plan projects through the completion of associated folios:

- Elements and principles of design
- Quality
- Types of design
- Influences affecting design

Management and Communication 20%

Manage work through the completion of a management folio linked to each project produced:

- development of a number of practical projects
- development of management folios
- development of skills related to research, analysis and evaluation
- skills in managing projects
- documentation skills in the preparation, planning and presentation of a management folio
- skills in literacy through written reports, folio work
- skills in computer-based technologies
- numeracy skills related to sizing, costing, estimating, ordering and efficient resource usage
- graphical skills related to the project work
- knowledge and understanding of workplace safety and communication:
 - signage
 - OHS principles and requirements
 - personal protective equipment (PPE)
 - safe working practices
 - risk assessment

Production 40%

- developing knowledge and skills through the construction of a number of projects
- acquisition of relevant practical skills

Industry Related Manufacturing Technology 15%

Developing knowledge and understanding of a range of materials, processes, tools, equipment and machinery through the construction of a number of projects

HSC COURSE (120 INDICATIVE HOURS)

Industry Study 15%

Study of the organisation and management of the industry related to the focus area, including:

- structural
- technical
- environmental
- sociological
- personnel
- sectors within the industry
- legislation
- OHS issues
- career opportunities
- historical aspects
- sales and marketing

Major Project 60%

Design, management and communication

- application of design principles in the production of the major project:
 - design development
 - sketching and idea generation
 - prototyping, modelling and testing
 - production and working drawings
 - quality and ongoing evaluation
 - selection of appropriate materials, processes and other resources
- application of management and communication skills to produce a related folio justifying:
 - research
 - design
 - analysis
 - evaluation including selection of appropriate materials, components, processes and technologies
 - ICT
 - OHS
 - presentation
 - production
- applying knowledge and skills through the construction of a Major Project which reflects:
 - quality
 - evidence of a range of skills
 - degree of difficulty
 - links between planning and production
 - use of appropriate materials, components, processes and technologies
 - evidence of practical problem solving
 - OHS and safe work practices

Industry Related Manufacturing Technology 25%

- Demonstrates knowledge and understanding of a range of materials, processes, tools, equipment, machinery and technologies related to the focus area industry through practical experiences, including the development of the major project
- New/emerging technologies associated with the industry

SUBJECT: INDUSTRIAL TECHNOLOGY MULTIMEDIA

COURSE FEE: \$60

Multimedia by definition is the use of multiple forms of the types of media (text, images, video, sound and hypertext (websites)). In the multimedia course, students will be taught how to use these forms of media to produce a range of multimedia related products.

The projects develop knowledge and skills in the use of materials, tools and techniques related to multimedia. Practical projects will reflect the nature of the multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia related technologies. These may include:

- Logo design
- Digital and print media
- Video projects
- Special effects
- 2D and/or 3D animations
- Websites

All projects are designed to demonstrate a range of skills related to the task. Students are able to bring in their interests and incorporate these easily into each project.

The stage 6 course consists of:

Preliminary Course

- Industry study 15%
- Design 10%
- Management and communication 20%
- Production 40%
- Industry related manufacturing technology 15%

HSC Course

- Industry study 15%
- Major project 60%
- Industry related manufacturing technology 25%

PARTICULAR COURSE REQUIREMENTS:

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

In the Preliminary course, there will be two practical projects. The first includes a magazine and website and the second is a film with special effects. In the HSC course, the major project allows students to develop a project that reflects their skills and interests. Students are expected to draw upon the knowledge and content developed in the Preliminary course to complete their major project.

ASSESSMENT HSC COURSE ONLY:

External Examination	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	40%	Class presentation	25%
Major project	60%	Industry study	25%
		Portfolio video	25%
		Trial exam	25%

SUBJECT: PHILOSOPHY

1 unit (Year 11 only)

NESA Endorsed Course

This course aims to develop students' understanding of themselves in their world. It confronts students with authentic ethical, social and political dilemmas and challenges them to formulate consistent and rational solutions. The course explicitly teaches the skills of critical thinking, logic, reasoning, and thesis construction. In grappling with these problems, the students will develop a deeper understanding of the way ethical and philosophical commitments shape personal, social and political decisions.

HOW IS THE COURSE TAUGHT?

The modules studied are:

- Logic
- Epistemology
- Ethics
- Metaphysics

HOW IS THE WORK ASSESSED?

40% is based on 5 of the students' best COIs (Communities of Inquiry)

40% is a Personal Interest Project (Extended Essay)

20% is a Preliminary examination

WHO SHOULD DO THIS COURSE?

The study of philosophy in Stage 6 provides all students, but especially academically gifted students with an opportunity to be intellectually challenged and engaged. Through the study of philosophy, students will gain the ability to think freely, take responsibility for their views, consider and evaluate alternate points of views, challenge assumptions, ideologies and beliefs through the use of reason and logic.

WHAT SHOULD I BE ABLE TO DO AT THE END OF THE COURSE?

You will have familiarity with one of the foundational disciplines that have shaped Western civilisation. Inquiries allow you, with your peers to develop deep thinking, accompanied by attention to logic and the structure of arguments. Students who are trained in critical thinking will improve their outcomes across other subject areas. Engaging in arguments, orally and written help you develop your literacy and communication skills. The skills acquired are useful throughout your life. Philosophy leads us to reflect on not only on how to get what we want, but on which things are worth wanting, and which kind of lives we ought to lead.

SUBJECT: SOFTWARE DESIGN AND DEVELOPMENT

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$33

The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process, and by considering the interaction between software and the other components of the computer system. Students will learn how to write algorithms and develop software applications to solve a range of problems. They will also learn the stages and processes involved with managing a project.

Students are given the opportunity to create programs using a variety of programming languages including C#, Python and JavaScript. Students will work through a range of practical tasks where they will be asked to solve a number of interesting problems and will also have to complete their own larger project in both the Preliminary and the HSC years.

MAIN TOPICS COVERED

PRELIMINARY COURSES

Concepts and issues in the design and development of software

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

Introduction to software development

- Planning and designing software
- Building software
- Testing and modifying software

Developing software solutions

HSC COURSES:

Development and impact of software solutions

- Social and ethical issues
- Application of software development approaches

Software Development cycle

- Identifying and understanding the problem
- Planning and designing a solution
- Implementation of a solution
- Testing and evaluation
- Maintenance of the solution

Developing a solution package

- Project work

Option strands

- Programming paradigms
- Interrelationship between software and hardware

PARTICULAR COURSE REQUIREMENTS:

Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
A three hour written examination	100	Knowledge and understanding about development and impact of software solutions, the software development cycle Design and development of software solutions Project management techniques including documentation, team-work and communication project	100

SUBJECT: TEXTILES AND DESIGN

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$59

The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work.

The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a major textiles project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

MAIN TOPICS COVERED

PRELIMINARY COURSE

- Design (40%)
- Properties and performance of textiles (50%)
- The Australian textiles, clothing, footwear and allied industries (TCFAI) (10%)

HSC COURSE

- Design (20%)
- Properties and performance of textiles (20%)
- The Australian textiles, clothing, footwear and allied industries (10%)
- Major textiles project (50%)

PARTICULAR COURSE REQUIREMENTS:

In the Preliminary course, there will be two practical projects integrated into the design and properties and performance of textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
A written examination of one and a half hours	50	Textile, clothing, footwear and allied industries	10
Major textile project	50	Properties and performance	20
		Design	20
		Major textiles project	50

VISUAL ARTS

SUBJECT: VISUAL ARTS

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

COURSE FEE: \$97

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

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations. While the course builds on visual arts courses in Stages 4 and 5, it also caters for students with more limited experience in visual arts.

MAIN TOPICS COVERED:

PRELIMINARY COURSE LEARNING OPPORTUNITIES FOCUS ON:

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

HSC COURSE LEARNING OPPORTUNITIES FOCUS ON:

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

PARTICULAR COURSE REQUIREMENTS:

Preliminary Course

- artworks in at least 2 forms and use of a process diary
- a broad investigation of ideas in art criticism and art history

HSC Course

- development of a body of work and use of a process diary
- a minimum of 5 case studies (4–10 hours each)
- deeper and more complex investigations of ideas in art criticism and art history

ASSESSMENT HSC COURSE ONLY:

External Examination		Internal Assessment	
A written paper	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50

VOCATIONAL EDUCATION AND TRAINING

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 NESAs. 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.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). 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 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

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.

SCHEDULE OF COURSE FEES 2021

Creative and Performing Arts	
Drama	\$39
Entertainment	\$39
Music 1	\$57
Music 2	\$57
Languages (Workbook fee)	
Chinese Beginners	\$30
Chinese Continuers	\$30
Chinese and Literature	\$30
French Beginners	\$30
French Continuers	\$30
German Beginners	\$30
German Continuers	\$30
Italian Beginners	\$30
Italian Continuers	\$30
Japanese Beginners	\$30
Japanese Continuers	\$30
Spanish Beginners	\$30
Spanish Continuers	\$30
PDHPE	
Dance	\$45
TAS (Technology and Applied Science)	
Design and Technology	\$109
Engineering Studies	\$42
Food Technology	\$87
Hospitality (Food component)	\$165
Hospitality (Mandatory Uniform & Kit)	\$175
Industrial Technology - Timber	\$109
Industrial Technology – Multimedia	\$60
Software Design & Development	\$33
Textiles and Design	\$59
Visual Arts	
Visual Arts	\$97

PLEASE NOTE THIS IS A GUIDE ONLY AND MAY BE SUBJECT TO CHANGE

WEBCHOICE 2021 – YEAR 11 SUBJECTS

1. Go to <https://spring.edval.education/login>
2. Enter your 7 digit webcode (see sticker on Subject Selection Booklet)
3. At the selection screen:
 - a. You must select FIRST, a course of English (advanced, standard OR EALD)
 - b. You must select a minimum TOTAL of 12 units (including English)
 - c. You cannot select more than a TOTAL of 14 units in the main section, particularly if you are choosing a TAFE pathway
 - d. You cannot select more than 2 x 1 unit subjects
 - e. You cannot select more than 2 x category Industrial Technology courses
 - f. You cannot select more than 2 x category B subjects
 - g. Once you have finalised your selection, press “Submit”.
4. The online form will be officially closed and no more submissions allowed at -
4.00pm on Wednesday 1st July, 2020.
5. Once you have submitted, you then “Print” the form, get it signed by parent or guardian and returned to Ms. Longley no later than 3:20pm Thursday 2nd July, 2020.
6. If you have pressed “Submit” and/or “Print” prior to the closing time, and you wish to change your selection, you may do this any number of times.
 - a. **N.B.** Any changes you make after the closing time will not be registered.