



**Gymea Technology  
High School**

INSPIRE. LEARN. SUCCEED.

# Stage 6 Course Information Booklet

Subject Selection Advice For:

Year 11	Courses	2020
Year 12	HSC Courses	2021

July 2019

# Contents

INFORMATION ABOUT THE HSC .....	2
WHAT SUBJECT DO YOU CHOOSE? .....	2
WHAT TYPES OF COURSES CAN I SELECT? .....	2
WHAT HAPPENS IF I DON'T COMPLETE THE REQUIREMENTS FOR THE HSC? .....	4
ASSESSMENT & REPORTING.....	4
SUBJECT COSTS .....	6

## COURSES

Aboriginal Studies .....	7
Ancient History .....	8
Biology .....	9
Business Studies .....	10
Chemistry .....	11
Community and Family Studies .....	12
Construction & Landscaping.....	13
Dance .....	14
Design & Technology .....	15
Drama .....	16
Economics .....	17
English Advanced .....	18
English Standard .....	19
English Studies + non ATAR .....	20
English Extension 1.....	21
English Extension 2.....	22
Food Technology .....	23
French Beginners .....	24
French Continuers .....	25
Geography .....	26
History Extension .....	27
Hospitality Kitchen Operations - VET .....	28
Industrial Technology (Multimedia Technologies) .....	29
Information and Digital Technology - VET .....	30
Information Processes and Technology .....	31
Investigating Science .....	32
Legal Studies .....	33
Marine Studies.....	34
Mathematics Standard 2 .....	35
Mathematics Advanced.....	36
Mathematics Extension 1.....	37
Mathematics Extension 2 .....	38
Modern History .....	39
Music 1 .....	40
Personal Training and Coaching.....	41
Personal Development Health and Physical Education .....	42
Physics .....	43
Science Extension .....	44
Society and Culture .....	45
Software Design and Development .....	46
Visual Arts .....	47

## MAKING YOUR DECISION

The subject choice for the HSC is an extremely important one and students will often be presented with extensive options for achieving their final goal. Students who maximise their opportunities by gaining success usually do so by adhering to the following strategies:

- Gather as much information as possible from as wide a variety of sources as possible.
- Always double check information that appears odd or conflicts with information from another source.
- Be honest with yourself in terms of both your ability to understand a particular subject and your ability to apply yourself to a subject.
- Consider advice carefully, especially take into account the experiences and knowledge of the person giving the advice. Be wary of people commenting outside their field of expertise.
- Know the future direction you would like to head, even if you don't know the job you would like to go into or the university or TAFE course you would like to study, try to determine the areas you would like to work in.

## WHAT SUBJECT DO YOU CHOOSE?

One in which

- You believe you will enjoy
- You believe that you can do well at
- Your vocational needs

## INFORMATION ABOUT THE HSC

### General Information

This is your introduction to the HSC and the many options now available. More information is contained on the NESA website:

Advice for students choosing HSC courses.

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

### Selection of Courses

All students must study 12 units in year 11. The NSW Education Standards Authority (NESA) requirement in year 12 is 10 units, although many students study more units in year 12 as a safety net. Students may be permitted to change their subject selections if there are unusual circumstances and if there are vacancies, up to mid February in Year 11 by applying to the Deputy Principal.

## WHAT TYPES OF COURSES CAN I SELECT?

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

### Board Developed Courses

These courses are developed by NESA. There is a syllabus for each course which contains:

- The Course Objectives, Structure, Content and Outcomes
- Specific Course Requirements
- Assessment Requirements
- Sample Examination Papers and Marking Guidelines
- The Performance Scale (Except For Vocational Education and Training Courses)

All students entered for the HSC who are studying these courses follow these syllabuses for two years. 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).

### Board Endorsed Courses

Board Endorsed courses have syllabuses endorsed NESA. Some TAFE courses are Board Endorsed Courses.

There is no external examination for Board Endorsed Courses. Assessment is school based or TAFE Based.

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

## VOCATIONAL EDUCATION & TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). 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 Education Standards Authority (NESA) and are based on national training packages.

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

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

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification for the creation of a USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

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, and study the VET course in both year 11 and year 12.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations, therefore cannot count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended 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 they need 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 that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

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

## WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 units. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. A 2 unit course has a value of 100 marks.

**2 Units = 4 hours/week  
(120 hours per year)**

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

## 2 UNIT COURSE

Units are the basic structure for all courses. A 2 unit course has a value of 100 marks. Most courses are 2 unit, two year courses

## EXTENSION COURSES

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 1-2 unit(s). They require students to work beyond the standard of the 2 unit course. Extension courses are available in year 11 in English and Mathematics.

English and Mathematics Extension Courses are available at Year 11 and HSC levels. Students must study the Year Extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2).

Extension courses are available in Year 12 in History and Science.

## 1 UNIT COURSES

1 unit equals approximately 2 hours of class time each week or 60 hours per year. 1 unit courses have a value of 50 marks. 1 unit courses can count towards the ATAR

## REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

1. You must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
2. You must have sat for and made a serious attempt at the Higher School Certificate examinations.
3. You must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the HSC course. Both courses must include:
  - at least 6 units from Board Developed Courses including at least:
    - 2 units of a Board Developed Course in English
    - at least three courses of 2 units value or greater
    - at least four subjects
  - you must have met the HSC Minimum Standard in literacy and numeracy.

At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.

- The 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.
- If you wish to receive the Australian ATAR you must study a minimum of 10 Board Developed units in the HSC Course. Details of ATAR requirements can be found on [www.uac.edu.au](http://www.uac.edu.au).
- If you do not wish to receive a ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

## BOARD CONTENT ENDORSED COURSES

These Courses **Do Not** Count Towards University Entry:

Construction and Landscaping	2 Unit
Marine Studies	2 Unit
Personal Training & Coaching	2 Unit

The HSC Testamur  
(The Official Certificate  
Confirming Your Achievement  
Of All Requirements For The  
Award.)



## WHAT HAPPENS IF I DON'T COMPLETE THE REQUIREMENTS FOR THE HSC?

Students will receive a Record of School Achievement (RoSA) as a credential.

The RoSA will:

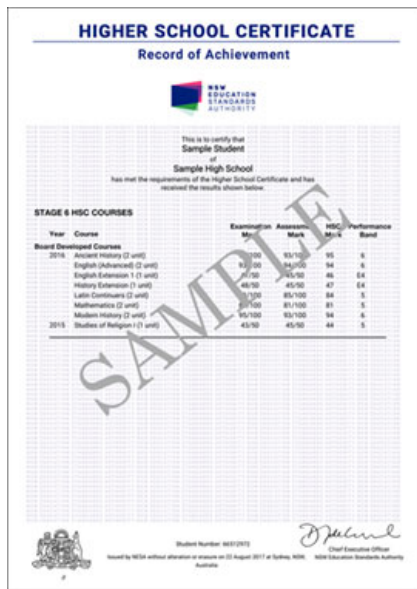
- Be a record of the full range of student achievements up to the day they leave school.
- Provide an electronic record of achievements that students can use at any time.
- Use assessment by teachers in schools, moderated by NESA to ensure reliability and fairness of grades.
- Offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

## ASSESSMENT & REPORTING

- The HSC reports will provide detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- The HSC reports will provide a description of your achievements based on performance bands across the state.
- 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 will correspond to the highest level of achievement.
- In Year 11 and Year 12 you will receive a half yearly and yearly/trial HSC report which will describe your performance in each subject studied at school.
- VET course are competency based. No marks contribute to the achievement of the qualification being undertaken.

Students will not be awarded marks for assessments undertaken throughout the course other than the half yearly and yearly examinations.

- VET students may choose to undertake an optional HSC examination but must sit for the Year 11 Half Yearly and Yearly examinations and the HSC Half Yearly and Trial HSC examinations.
- VET students must complete a School Work Placement: all students must complete 70 hours work placement-35 Hours in Year 11, 35 hours in Year 12.



**The Record of Achievement**

(This document lists the courses you have studied and reports the marks and bands you have achieved.)

**Requirements for some courses**

- 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, Community & Family Studies, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Only 2 units of Category B courses can be counted towards your ATAR.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.
- There is only one Science Extension Course. It can be studied with any of the stage 6 Science subjects. A high level of achievement is required to do this subject.
- You may not include any more than 6 units in the Year 11 course and 7 units in the HSC course of the following Science courses: Science Extension (HSC only), Biology, Chemistry, Investigating Science and Physics in meeting the 12 Preliminary or 10 HSC units.
- The Extension Mathematics courses can only be studied with Mathematics Advanced and not with Mathematics Standard.
- The Extension English courses can only be studied with the Advanced English course.
- Additional information about courses is available on the NESA Website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## SUBJECT COSTS

The payment of subject costs for elective courses is compulsory and is required for subject electives with a large practical component in which consumable materials are required for students to "learn by doing". Parents with financial difficulties are, of course, encouraged to request support from the school, rather than discouraging a student with ability and interest from choosing an elective that requires a subject cost. An estimated guide to these costs is below.

### Food Technology

- Year 11 \$70.00
- Year 12 \$40.00

Design and Technology \$50.00

Marine Studies \$20.00

Construction & Landscaping \$60.00

### VET Hospitality - Kitchen Operations

- Course Consumable Fee \$140.00
- Industry standard Chef's uniform Approx. \$80.00

Visual Arts \$50.00

## Aboriginal Studies

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

### Course Description:

The Year 11 Course focuses on Aboriginal peoples’ relationship to the land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves community case studies.

The HSC course provides for in depth study of social, justice and human rights issues from the 1960s. During the course, students will undertake consultation with the local Aboriginal community and will study a variety of national and international indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Main Topics Covered:

#### Year 11 Course

Aboriginality and the land (20% - of course time)

Aboriginal heritage and identity (30% - of course time)

International Indigenous Community: Comparative Study (25% - of course time)

Research and inquiry methods (25% - of course time)

#### Year 12 course

Core case studies - (50% of course time)

A global perspective of social justice and human rights issues across 2 topics chosen from: health, education, housing, employment, criminal justice and economic independence.

Elective study - (20% of course time)

Aboriginality and the land OR Aboriginal heritage and identity

Major project: choice of project topic based on student interest. (30% of course time)

### Particular Course Requirements:

Students must undertake mandatory community case studies. The project log will document all work completed including the sequential development of the project and the nature and timing of community based fieldwork.

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of course content	40
	Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15
	Research and inquiry methods, including aspects of the local community case study	20
	Communication of information, ideas and issues in appropriate forms	25
		100



# Ancient History

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

## Course description:

Ancient history involves the study of the following areas: Egypt, Greece, Rome and the Near East, in both the Year 11 and Year 12 courses.

The Year 11 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 course provides a background for students’ more specialised HSC studies.

In the **Year 12 course**, students use archaeological and written evidence to investigate a personality from the ancient world, an ancient society, an historical period and the core study, Pompeii and Herculaneum.

Students will incorporate historical skills and concepts in both the Year 11 and Year 12 courses. They include; the analysis and use of sources, historical interpretation, historical investigation and research, explanation and communication.

## Main Topics Covered:

### Year 11 Course

- Investigating Ancient History: The nature at Ancient History
- Features of Ancient Societies: Case Studies
- Historical Investigation

### Year 12 Course

#### Part I:

Core Study - Pompeii and Herculaneum -25%

#### Part II:

Ancient personality in the context of their time:

One personality to be studied from the personality options offered in the syllabus - 25%

#### Part III:

Ancient Societies:

One ancient society to be studied from the ancient societies options offered in the syllabus - 25%

#### Part IV:

Historical periods:

One historical period to be studied from the historical periods options offered in the syllabus - 25%

## Assessment: HSC Course

External Assessment:	Internal Assessment:	Weighting
A 3 hour written examination	Knowledge and understanding of course content	40
	Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
	Historical inquiry and research	20
	Communication of historical understanding in appropriate forms	20
		100

2 Units for each of Year 11 and Year 12  
 Board Developed Course  
 “A” category course

**Exclusions:** Nil

**Course description:**

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

**Main Topics Covered:**

**Year 11 Course**

- Module 1:** Cells as the Basis of Life
- Module 2:** Organisation of Living Things
- Module 3:** Biological Diversity
- Module 4:** Ecosystems Dynamics

**Year 12 Course**

- Module 5:** Heredity
- Module 6:** Genetic Change
- Module 7:** Infectious Disease
- Module 8:** Non-Infectious Disease and Disorders

**Particular Course Requirements**

Both the Year 11 and 12 Biology courses comprise of four modules each. Integrated within each year is a Depth Study which must be allocated 15 hours within the 120 indicative course hours. A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It maybe, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigations.
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of Biology course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

**Assessment: HSC Course**

<b>External Assessment:</b>	<b>Internal Assessment:</b>	<b>Weighting</b>
A three hour written examination.	Knowledge and understanding of content	40
	Skills in working scientifically	60
		100

## Business Studies

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

### Course Description:

Business Studies investigates the role, operation and management of businesses within our society. Factors in the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem solving competencies through their studies.

### Main Topics Covered:

#### Year 11 Course

- Nature of Business
- Business Management
- Business Planning

#### Year 12 Course

- Operations Management
- Marketing
- Finance
- Human Resources

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge Stimulus based Inquiry / Research Communication	40 20 20 20
		<b>100</b>

# Chemistry



2 Units for each of Year 11 and Year 12  
Board Developed Course  
"A" category course

**Exclusions:** Nil

## Course description:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. It explores the discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes. Furthermore, it focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seeming dissimilar phenomena. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

## Main Topics Covered:

### Year 11 Course

**Module 1:** Properties and Structure of Matter  
**Module 2:** Introduction to Quantitative Chemistry  
**Module 3:** Relative 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

## Particular Course Requirements

Both Year 11 & Year 12 Chemistry course comprise of four modules each. Integrating within each year is a Depth Study which must be allocated 15 hours. A Depth Study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It maybe, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of the Chemistry course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

## Assessment: HSC Course

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

# Community and Family Studies

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

## Course Description:

Community and Family Studies explores life issues relevant to all people living in contemporary society. The course draws upon sociology, psychology, family studies and student’s own experiences. It aims to develop in students the knowledge, skills and attitudes needed to lead responsible and productive lives both now and in the future.

Students are required to complete an **independent research project** on a topic of their choice.

## Main Topics Covered:

### Year 11 Course

The preliminary course focuses on the individual and their interactions with personal groups, family and community.

<b>Core Strands</b>	Resource Management	20%
	Individuals and Groups	40%
	Families and Communities	40%

### Year 12 Course

The HSC course examines how the well-being of individuals, families and communities are affected by sociocultural, economic and political factors.

<b>Core Strands</b>	Parenting and Caring	25%
	Groups in Context	25%
	Research Methodology	25%

### Option Strand (One Of)

Individuals and Work	25%
Social Impact of Technology	
Family and Societal Interactions	

## Particular Course Requirements:

As part of the HSC, students are required to complete an independent research project on a topic of their choice.

## Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of how the following impact on wellbeing: – Resource Management – Positive Relationships – Range of Societal Factors – Nature of groups, families and communities	40
	Skills In: – Applying management processes to meet the needs of individuals, groups, families and communities – Planning to take responsible action to promote wellbeing	25
	Knowledge and understanding about research methodology and skills in researching, critical communicating thinking, analysing and communicating	35
		100

<b>Construction &amp; Landscaping</b>		
2 Units for each of Year 11 and Year 12 Content Endorsed Course Non-ATAR course		<b>Exclusions:</b> Nil
<p><b>Course Description:</b></p> <p>This course will provide opportunities for students to:</p> <ul style="list-style-type: none"> <li>• Recognise the links between education, training, work and the economic and social factors that affect work opportunities</li> <li>• Undertake extended work placement to allow for the development of specific industry related skills</li> <li>• Actively engage in enterprise learning through participation in a community based project</li> <li>• Acquire general work related knowledge, skills and attitudes, transferable to the world of work</li> <li>• Develop skills in accessing work- related information, presenting themselves to potential employers and functioning effectively in the workplace.</li> <li>• Develop a CV and portfolio with accumulated, demonstrated experiences to assist in seeking employment in the construction industry.</li> <li>• Develop an understanding of planning and organising work, resources, sequencing and scheduling and resolving problems with the workplace and clients.</li> </ul>		
<p><b>Main Topics Covered:</b></p> <p>My Working Life Experiences and Work in the Construction Industry</p>		
<p><b>Course Requirements:</b></p> <p>Students must have appropriate working clothes, including steel-capped work boots.</p>		
<b>Assessment: HSC Course</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	
N/A	Knowledge and Understanding	30
	Skills	70
		100

# Dance

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

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

## Course Description:

Students undertake a study of dance as an artform. There is an equal emphasis on the components of performance, composition and appreciation in the study of dance. Students studying dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

Performance (40%)  
Composition (20%)  
Appreciation (20%)  
Additional (20%)

(to be allocated by the teacher to suit the specific circumstances/context of the class).

### Year 12 Course

Students continue common study in the three course components of performance, composition and appreciation and also undertake an in-depth study of dance in one of the major study components, either performance, composition, appreciation or dance and technology.

## Particular Course Requirements

The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses.

The published course prescriptions, which may change in total or in part every two years, indicate works to be studied in the HSC course in core appreciation and major study appreciation.

## Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
<b>Core Performance</b> Solo Dance and <i>Interview</i> - 20% <b>Core Composition</b> Solo Composition and <i>Interview</i> Performed by another student - 20% <b>Core Appreciation</b> A Written Examination (One Hour) - 20% <b>Major Study</b> <b>Major Study Performance</b> One Solo Dance and <i>Interview</i> <b>Or</b> <b>Major Study Composition</b> One Dance Composition: New Solo, Group Dance and <i>Interview</i> <b>Or</b> <b>Major Study-Dance &amp; Technology</b> <b>Option 1: Choreographing the Virtual Body.</b> Presentation of a choreographed work using 3D animation software and <i>Interview</i> <b>Or</b> <b>Option 2: Film and Video.</b> Presentation filmed and edited choreographed work and <i>Interview</i> . - 40%	<b>Core Performance</b>  <b>Core Composition</b>  <b>Core Appreciation</b>  <b>Development of Major Study</b>	20  20  20  40
		100

## Design & Technology

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions: Nil**

### Course Description:

Students study Design Processes, Design Theory and Factors in relation to Design Projects. In the Year 11 Course, students study Designing and Producing which includes the completion of a Design Project.

In The **Year 12 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:

#### Year 11 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, Innovation and Emerging Technologies.

#### Year 12 Course

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a major design project. The project folio addresses 3 key areas: project proposal and management, project development and realization, and project evaluation.

### Particular Course Requirements:

In the Year 11 course, students must participate in hands-on practical activities and undertake a design project. In the Year 12 course the activities of designing and producing that were studied in the preliminary course are synthesized and applied. This culminates in the development and realization of a Major Design Project and the presentation of a case study.

### Assessment HSC Course

External Assessment	Internal Assessment	Weighting
1 hr 30 mins examination - 40%	Innovation and emerging technologies, including a compulsory case study of an innovation Other tasks including written tasks	40
Major Design Project - 60%	Designing and producing (which may include aspects of the major design project that are not assessed externally).	60
		100



2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

**Course Description:**

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

**Year 11 Course**

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

**Year 12 Course**

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 three and six 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.

**Main Topics Covered:**

**Year 11 Course**

Improvisation, Playbuilding, Acting  
Elements of Production In Performance  
Theatrical Traditions and Performance Styles

**Year 12 Course**

Australian Drama and Theatre (core content)  
Studies in Drama and Theatre  
Group Performance (core content)  
Individual Project

**Particular Course Requirements:**

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.

Excursions: Students will be required to attend various performances which will be an added cost.

**Assessment HSC Course**

External Assessment	Internal Assessment	Weighting
Group presentation (core) - 30%	Australian drama and theatre	30
Individual project - 30%	Studies in drama and theatre	30
	Development of group performance	20
A one and a half hour written examination - 40%	Development of individual project	20
		100

# Economics

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

## Course Description:

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 employment or inflation rates change and how these changes will impact on individuals in society. Economics develops a student’s 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:

### Year 11 Course

- Introduction Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

### Year 12 Course

- The Global Economy
- Australia’s Place in the Global Economy
- Economic Issues
- Economic Policies and Management

## Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge & Understanding	40
	Stimulus-based skills	20
	Inquiry and research	20
	Communication of economic information	20
		100

## English Advanced

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

### Exclusions:

- English Standard
- English EAL/D
- English Studies

### Course Description:

In the English Advanced Year 11 course, students explore, examine and analyse a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect different attitudes and values.

In the English Advanced Year 12 course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama, prose fiction, poetry or drama, film or media or nonfiction.

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

### Main Topics Covered:

#### Year 11 Course: The Course Has Two Sections:

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts required for senior study.

Modules: Critical Study of Literature, and Narratives that Shape our World in which students explore, examine and analyse the ways in which texts and contexts shape and different attitudes and values.

#### Year 12 Course: The course has two sections:

The HSC Common Content consists of one module Texts and Human Experiences which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. This includes an integrated focus on the Craft of Writing, where students experiment with different types of language appropriate to audience, purpose and form.

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Paper 1: Texts and Human Experiences. (1 hour 30mins examination)	Knowledge and understanding of the course content	50
Paper 2: Modules. (2 hour examination)	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	50
		100

## English Standard

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

### Exclusions:

- English Advanced
- English EAL/D
- English Studies

### Course Description:

In the English Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.

In the English Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction, drama, poetry, nonfiction, film, digital and media or nonfiction texts.

### Main Topics Covered:

#### Year 11 Course has two sections

Content common to the English Standard and English Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English.

Modules: Close Study and Contemporary Possibilities in which students explore and examine texts and analyse aspects of meaning.

#### Year 12 Course has two sections

The HSC Common Content consists of one module Texts and Human Experiences, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.

Three additional modules, which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. This includes the Craft of Writing, where students experiment with different types of language appropriate to audience, purpose and form.

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Paper 1: Texts and Human Experiences. (1 hour 30mins examination)	Knowledge and Understanding of the course content	50
Paper 2: Modules. (2 hour examination)	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	50
		100

## English Studies + non ATAR

2 Units for each of Year 11 and Year 12  
Content Endorsed Course  
Non ATAR + ATAR course

### Exclusions:

- English Advanced
- English Standard
- English EAL/D

### Course Description

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

In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. English Studies is now a Stage 6 Board Developed Course with an optional HSC examination.

Students who complete the course and elect to take the optional Higher School Certificate examination will be reported on a Common Scale with the English Standard and English Advanced courses.

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC.

### Main Topics Covered

#### Year 11 Course:

In the Preliminary course study the mandatory module. Achieving through English: English in education, work and community to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study additional syllabus modules, based on their needs and interests.

#### Year 12 Course:

In the HSC students study the Common Content Module: Texts and Human Experiences which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Students study additional syllabus modules, based on their needs and interests.

### Assessment

English Studies encompasses an internal assessment only. There is an optional Higher School Certificate examination for this subject. Students seeking an ATAR, must sit the examination. Assessment is across the language modes: listening, speaking, reading, writing, viewing & representing.

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Optional HSC written examination. (2 hour exam)	Knowledge and Understanding of the course content	50
	Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50
		100

## English Extension 1

1 Unit for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Prerequisite:** For students who intend to study the English Extension 1 course, they must also elect to study the English Advanced course.

### Exclusions:

- English Studies
- English Standard
- English EAL/D

### Course Description:

In the English Extension Year 11 Course, students explore the ways in which texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed.

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

In the English Extension 2 HSC Course, students develop a sustained composition, and document their reflection on this process.

In studying these courses, students will develop skills to work independently to experiment with language forms features and structures and to engage with complex and abstract thought.

### Main Topics Covered:


The Year 11 Extension Course has one mandatory module: Texts, Culture and Value as well as a related research project.

The English Extension 1 Year 12 Course

The course has one common module. Literary Worlds, with one chosen elective: Worlds of Upheaval

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A two hour written examination	Knowledge and understanding of texts and why they are valued	50
	Skills in complex analysis composition and investigation	50
		100

<p><b>English Extension 2</b> </p> <p>1 Unit for Year 12 Board Developed Course “A” category course <b>Prerequisite:</b> For students who intend to study the English Extension 2 course, they must also elect to study the Year 12 English Extension 1 course.</p>	<p><b>Exclusions:</b></p> <ul style="list-style-type: none"> <li>- English Studies</li> <li>- English Standard</li> <li>- English EAL/D</li> </ul>	
<p><b>Course Description:</b></p> <p>In the English Extension 2 Year 12 Course, students develop a sustained composition, and document their reflection on this process.</p> <p>In studying this courses, students will develop skills to work independently to experiment with language forms features and structures and to engage with complex and abstract thought.</p>		
<p><b>Main Topics Covered:</b></p> <p>The course requires students to undertake a composition process that leads to completion of a Major Work and Reflection Statement.</p>		
<p><b>Particular Course Requirements:</b></p> <p>The HSC Extension 2 Course requires students to create a major literary work of their own and to document this as part of their Major Work Journal and Refection Statement.</p>		
<p><b>Assessment: HSC Course</b></p>		
<p><b>External Assessment</b></p>	<p><b>Internal Assessment</b></p>	<p><b>Weighting</b></p>
<p>Major Work and Reflection Statement</p>	<p>Skills in extensive independent research Skills in sustained composition</p>	<p>50 50</p>
		<p>100</p>

## Food Technology

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

### Course Description:

Food technology provides opportunities for students to develop capability and competence in designing and preparing food to satisfy the needs of a diversity of food situations through practical class experiences.

The course is about the nature of food and human nutrition and it gives an appreciation of the importance of food to good health. It is about food systems in the production, processing and consumption of food and their impact on society through the hospitality, catering, and food manufacturing industries. The food technology syllabus focuses on food applications in domestic, commercial and industrial settings.

Food technology is concerned with the importance of food to the well-being of the individual and to the social and economic future of Australia.

### Main Topics Covered:

#### Year 11 Course

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

#### Year 12 Course

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

### Particular Course Requirements:

It is a mandatory requirement that students undertake practical cooking experiences. Students must wear an apron in all practical lessons. Students are required to pay course fees for this subject.

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour examination	<ul style="list-style-type: none"><li>• Knowledge and understanding of food technology</li><li>• Skills in researching, analyzing and communicating food issues</li><li>• Skills in experimenting with and preparing food by applying theoretical concepts</li><li>• Skills in designing, implementing and evaluating solutions to food situations</li></ul>	20 30 30 20
		100



## French Beginners

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** French Continuers.  
Other eligibility rules apply to the study of this subject. Check with your teacher.

### Course Description:

In the **Year 11 Course**, students will begin to develop their knowledge and understanding of French. During this course students must acquire some knowledge of the French language as a system through topics such as social interaction and personal identification, and through the integrated use of the four skills: listening, speaking, reading and writing.

In the **Year 12 Course**, students will continue to develop their knowledge and understanding of French through the four skills: listening, speaking, reading and writing. All topics listed in the syllabus must be studied for the HSC. Topics previously studied during the preliminary course will be studied in greater depth for the HSC course.

### Main Topics Covered:

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

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A two hour and 30 minute written examination - 80%	Listening Skills Speaking Skills Reading Skills	30 20 30
Oral Examination - 20%	Writing Skills	20
		100

## French Continuers

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** French Beginners

### Course Description:

The Year 11 And Year 12 Courses have three themes and students will develop their skills and knowledge of French through tasks associated with a range of text types. Students will also gain insight into the culture and language of French-speaking communities, integrated with the four skills: listening, reading, speaking and writing.

### Main Topics Covered:

- Themes:
- The Individual
- The French-Speaking Communities
- The Changing World

Students’ language skills are developed through tasks such as:

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

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination - 80%	Speaking	20
	Listening and Responding	25
Oral Examination - 20%	Reading and Responding	40
	Writing in French	15
		100

# Geography

2 Units for each of Year 11 and Year 12  
Board Developed Course  
"A" category course

**Exclusions:** Nil

## Course Description:

**The Year 11 course** studies recent developments in natural and human geography to increase students' knowledge and understanding of our world. It uses fieldwork, geographical skills and the study of recent geographical issues.

**The Year 12 course** enables students to understand and appreciate geographical issues and trends in ecosystem management, city growth and world tourism. It uses enquiry methods through fieldwork and a variety of case studies to increase understanding of our environment.

## Main Topics Covered:

### Year 11 Course

Biophysical Interactions	45% of Course Time
Global Challenges	45% of Course Time
The Senior Geography Project	10% of Course Time

### Year 12 Course

Ecosystems at Risk	34% of Course Time
Urban Places	33% of Course Time
People and Economic Activity	33% of Course Time

## Particular Course Requirements:

Students Complete A Senior Geography Project (SGP) in the year 11 course and must undertake 15 hours of fieldwork in both the year 11 and year 12 courses.

## Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Fieldwork	10
	Geographical Research	20
	Interpretation and Synthesis of Geographical Stimulus (Skills)	30
	Geographical Explanations, Discussion, Expositions and Reports	40
		100

## History Extension

1 Unit for Year 12  
Board Developed Course  
“A” category course

**Prerequisites:** For students who intend to study the History Extension course, they must also elect to study the Year 12 Ancient History course and/or the Year 12 Modern History course.

### Course Description:

The History Extension course requires students to examine the way history has been constructed over time and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian’s context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

### Main Topics Covered:

#### Year 12 Course

- Constructing History
  - Key Questions
  - Case Studies
  
- History Project

### Assessment: HSC Course

Assessment in this course is based primarily on three assessments:

One formal written examination (30%)

History Project – Historical Process (proposal, process, log and annotated sources (30%))

History Project – final essay (40%)

External Assessment	Internal Assessment	Weighting
A two hour written HSC Examination.	Knowledge and understanding of significant historical ideas and processes.	40
	Skills in designing, undertaking and communicating historical inquiry and analysis	60
		100

# Hospitality Kitchen Operations - VET

2 Units for each of Year 11 and Year 12

VET Hospitality Curriculum Framework Board Developed Course "B" category VET course



Public Schools NSW, Ultimo Registered Training Organisation 90072

VOCATIONAL EDUCATION and TRAINING

## 2020 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

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

Notification of variations will be made in due time.

Course: **Hospitality - Kitchen Operations**  
Board Developed Course

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

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

**SIT20416 Certificate II in Kitchen Operations**  
Based on SIT Tourism, Travel and Hospitality training package (version 1.2)

### Units of Competency

#### Core

BSBWOR203	Work effectively with others
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
SITXWHS001	Participate in safe work practice

### Electives

SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

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

### Recommended Entry Requirements

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

### Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

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

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

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

### Competency-Based Assessment

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

### Appeals and Complaints

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

**Course Costs: Resources \$ 80**

**Consumables \$ 140**

**Other \$ 0**

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

Please see your VET teacher to enquire about financial assistance

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

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

<b>Industrial Technology (Multimedia Technologies)</b> 		
2 Units for each of Year 11 and Year 12 Board Developed Course "A" category course		<b>Exclusions:</b> Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses
<b>Course Description:</b> Industrial Technology (Multimedia Technologies), Stage 6, aims to develop a student's knowledge and understanding of the Multimedia industry and its related technologies highlighting the importance of design, management and production through practical experiences.  Industrial Technology Stage 6 consists of Project Work and an 'Industry Study' that will develop a broad range of skills and knowledge related to Multimedia Technologies.		
<b>Main Topics covered include:</b>		
<b>Year 11 Course</b>		<b>Year 12 Course</b>
<b>Industry Study: (15%)</b> <ul style="list-style-type: none"> <li>Structural, technical, environmental and sociological factors, personnel issues, Workplace Health and Safety</li> </ul> <b>Design (10%)</b> <ul style="list-style-type: none"> <li>Elements and principles, types of design, quality, influences affecting design</li> </ul> <b>Management and Communication (20%)</b> <ul style="list-style-type: none"> <li>Development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies</li> </ul> <b>Production (40%)</b> <ul style="list-style-type: none"> <li>Display a range of skills through the construction of a number of projects</li> </ul> <b>Industry Manufacturing Technology (15%)</b> <ul style="list-style-type: none"> <li>Understanding of a range of processes, tools and technologies</li> </ul>		The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: <b>Industry Study (15%)</b> <ul style="list-style-type: none"> <li>Structural, technical, environmental and sociological factors, personnel issues, Workplace Health and Safety</li> </ul> <b>Major Project (60%)</b> <ul style="list-style-type: none"> <li>Design, Management and Communication</li> <li>Production</li> </ul> <b>Industry Related Manufacturing Technology (25%)</b> <ul style="list-style-type: none"> <li>Understanding of a range of processes, tools and new and emerging technologies</li> </ul>
<b>Particular Course Requirements</b> In the Year 11 course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the Year 12 course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.		
<b>Assessment: HSC Course</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
Written examination 1hr and 30mins - 40%	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40
Major Project - 60%	Knowledge, skills and understanding in designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques through the design and production of a quality major project.	60
TOTAL - 100%		
		100

# Information and Digital Technology - VET

2 Units for each of Year 11 and Year 12

Vet Hospitality Curriculum Framework Board Developed Course "B" category VET course

Public Schools NSW, Ultimo Registered Training Organisation 90072 VOCATIONAL EDUCATION and TRAINING <b>2020 INFORMATION and DIGITAL TECHNOLOGY COURSE DESCRIPTION</b> This course will change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
Course: <b>Information and Digital Technology</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This industry curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.	
<b>Statement of Attainment in partial completion of</b> <b>ICT30115 Certificate III in Information, Digital Media and Technology</b> <b>Units of Competency</b> <b>Based on ICT Information &amp; Communications Technology Release 3.1</b> <b>Core</b> BSBWHS304 Participate effectively in WHS communication and consultation processes BSBUS401 Implement and monitor environmentally sustainable work practices ICTICT202 Work and communicate effectively in an ICT environment ICTICT301 <b>Create user documentation</b> ICTWEB301 <b>Create a simple mark-up language</b> ICTICT302 Install and optimise operating system software ICTSAS301 Run standard diagnostic tests	<b>Stream</b> ICTICT203 Operate application software packages ICTICT308 Use advanced features of computer applications ICTWEB303 Produce digital images for the web ICTWEB302 Build simple websites using commercial programs <b>Elective</b> ICTWEB201 Use social media tools for collaboration and engagement
<b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b>	
<b>Information &amp; Digital Technology Specialisation Course</b> 120hours over 1 year - 2 HSC units To receive the full qualification ICT30115 Certificate III in Information, Digital Media and Technology, students must be deemed competent in all units from the Preliminary and HSC course listed above and the units in the specialisation course outlined below. <b>Units of Competency</b> ICTICT307 Customise packaged software applications for clients      ICTICT304 Implement system software changes BSBEBU401 Review and maintain a website      ICTICT301 Create User Documentation ICTSAS304 Provide Basic system administration      ICTSAS303 Care for computer hardware	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in the information technology industry. Students should be creative, cooperative and able to work in teams. They should be able to use a personal computer and lift and carry small equipment. Students should be interested in working with operating system software and have an interest in learning the various methods to troubleshoot problems. There will be out of class homework, research activities and assignments.	
<b>Pathways to Industry</b> Working in the information technology industry involves: <ul style="list-style-type: none"> <li>▪ designing web pages</li> <li>▪ supporting computer users</li> <li>▪ networking computers communicating with clients</li> <li>▪ finding solutions to software problems</li> </ul>	
<b>Examples of occupations in the Information Technology industry</b> <ul style="list-style-type: none"> <li>▪ Service technician</li> <li>▪ help desk office</li> <li>▪ Multimedia developer</li> <li>▪ On-line service support officer</li> <li>▪ Technical support officer</li> <li>▪ Web designer</li> </ul>	
<b>Mandatory Course Requirements</b> Students must complete a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. <b>External Assessment (optional HSC examination for ATAR purposes)</b> The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.	
<b>Competency-Based Assessment</b> 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 they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor. <b>Appeals and Complaints</b> Students may lodge an appeal or a compliant about an assessment decision or other decisions through the VET teacher.	
<b>Course Costs: Resources \$ 0      Consumables \$ 0      Other \$ 0</b> <b>Refund Arrangements on a pro-rata basis      Please see your VET teacher to enquire about financial assistance</b>	
A school-based traineeship is available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	

# Information Processes and Technology

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

## Course Description:

Information Processes and Technology is the study of a broad selection of computer-based information systems with a specific focus on the function of information processes and Information technology. In addition, the course aims to provide students with the opportunity to learn about project management and the fundamental role of the Project Manager. Through project work, students will design and develop their own information system and will draw in their understanding of several computing contexts including Multimedia, Database systems and networking. Using the system development cycle, students will take on the “Project Managers” role in order to coordinate teams, resources and produce computer based solutions for an identified need.

### Year 11 Course: Introduction to Information Skills and Systems (20%)

- Information systems in context
- Information processes
- The nature of data and information
- Reasons for digital data representation
- Social and ethical issues

### Tools for Information Processes (50%)

- Collecting
- Organising
- Analysing
- Storing and retrieving
- Processing
- Transmitting and receiving
- Displaying
- Integration of processes

### Developing Information Systems (30%)

- Understanding the problem to be solved
- Making decisions
- Designing solutions
- Implementing
- Testing, evaluating and maintaining
- Social and ethical issues

### Year 12 Course

#### Project Management (20%)

- Understanding the problem
- Designing solutions
- Implementing
- Testing, evaluating and maintaining

#### Information Systems and Databases (20%)

- Information systems
- Examples of database information systems
- Organisation methods
- Storage and retrieval
- Other information processes
- Issues related to information systems

#### Communication Systems (20%)

- Characteristics of communication systems
- Examples of communication systems
- Transmitting and receiving in communication systems
- Issues related to communication systems

#### Options Strands (40%)

- Automated manufacturing systems
- Multimedia systems
- Transaction processing systems plus
- Decision support systems

## Particular Course Requirements

There is no prerequisite study for the 2 unit preliminary course. Completion of the 2 unit year 11 course is a prerequisite to the study of the 2 unit HSC course.

## Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Project Management Information Systems and Databases Communication Systems Option Strands	20 20 20 40
		100



# Investigating Science

2 Units for each of Year 11 and Year 12  
 Board Developed Course  
 “A” category course **Exclusions:** Nil

**Course Description:**  
 The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing student’s investigative and analytical skills, as they provide a foundation for students to value investigations, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The course promotes active inquiry and explores key concepts, models and phenomena and is designed to enhance students’ understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

<p><b>Main Topics Covered:</b></p> <p><b>Year 11 Course</b>  <b>Module 1:</b> Cause and Effect - Observing  <b>Module 2:</b> Cause and Effect - Inferences and Generalisations  <b>Module 3:</b> Scientific Models  <b>Module 4:</b> Theories and Laws</p>	<p><b>Year 12 Course</b>  <b>Module 5:</b> Scientific Investigations  <b>Module 6:</b> Technologies  <b>Module 7:</b> Fact or Fallacy  <b>Module 8:</b> Science and Society</p>
--	---

**Particular Course Requirements:**  
 Both Year 11 & Year 12 Investigating Science courses comprise of four modules each. Integrating within each year is a Depth Study which must be allocated 15 hours within 120 indicative course hours. A Depth Study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It maybe, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations.
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of the course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

<b>Assessment: HSC Course</b>		
<b>External Assessment:</b>	<b>Internal Assessment:</b>	<b>Weighting</b>
A three hour written examination	Knowledge and understanding of content Skills in working scientifically	40 60
		100

## Legal Studies

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

### Course Description:

**The Preliminary Course** develops students’ understanding of the nature and functions of law through the examination of the law-making processes and institutions.

**The HSC Course**, through the use of a range of contemporary examples, develops students ability to investigate criminal law, human rights and other legal rights and evaluate the effectiveness of the law in achieving justice.

### Main Topics Covered:

#### Preliminary Course

The Legal System	40% of Course Time
The Individual and the State	30% of Course Time
The Law In Practice	30% of Course Time

#### HSC Course

Crime	30% of Course Time
Human Rights	20% of Course Time
Two Options	50% of Course Time

Options chosen from consumers, families, global environmental, indigenous peoples, shelter, workplace, world order

**Key Themes Incorporated Across Topics:** the role of the law in encouraging cooperation and resolving conflict, issues of compliance and non-compliance, extent to which law reflects moral and ethical standards, the role of law reform, the extent to which the law balances the rights of individuals and society, the effectiveness of legal and non-legal measures in achieving justice.

### Particular Course Requirements:

No Special Requirements

### Assessment HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding	60
	Inquiry and research	20
	Communication of Legal Studies information	20
		100

<b>Marine Studies</b>		
2 Units for each of Year 11 and Year 12 Content Endorsed Course Non ATAR course		
		<b>Exclusions:</b> Nil
<b>Course Description:</b>		
<p>Marine Studies provides an opportunity for students to study the marine environment on our doorstep and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to understand the environment and use it safely. Our students will be the custodians of these unique ecosystems and will learn to appreciate and protect them. Marine Studies is aimed at the needs of our community that lives and plays on the coast and local waterways. Students will explore a wide range of marine-based leisure and life experiences in a safe setting. Classes provide for both practical and theoretical learning, honing students' acquired skills to solve real life problems. Marine Studies also fosters links to tertiary study and vocational pathways.</p> <p>Through the study of Marine Studies students will develop:</p> <ol style="list-style-type: none"> <li>1. Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment</li> <li>2. The ability to manage activities cooperatively and communicate in a marine context</li> <li>3. An ability to apply the skills of critical thinking, research and analysis</li> <li>4. Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits</li> <li>5. Knowledge, understanding and skills of safe practice in the marine context</li> </ol>		
<b>Topics Covered:</b>  <b>Core Modules</b> <ul style="list-style-type: none"> <li>• Marine Safety and First Aid</li> <li>• The Marine Environment</li> <li>• Life in the Sea</li> <li>• Humans in Water</li> <li>• Marine and Maritime Employment</li> </ul>	<b>Optional Modules</b> <ul style="list-style-type: none"> <li>• Resuscitation Certificate</li> <li>• First Aid Certificate</li> <li>• Dangerous Marine Creatures</li> <li>• Estuarine Studies</li> <li>• Coastal Studies</li> <li>• Coral Reef Ecology</li> <li>• Oceanography</li> <li>• Local Area Study</li> <li>• Sea Birds of Our Coast</li> <li>• Commercial and Recreational Fishing</li> <li>• Aquaculture</li> <li>• Marine Resource Management</li> <li>• The Marine Aquarium</li> <li>• Anatomy and Physiology of Marine Organisms</li> <li>• Seafood Handling and Processing</li> <li>• Skin Diving and Diving Science</li> <li>• Marine Engineering</li> <li>• Marine Archaeology</li> <li>• Boating and Seamanship</li> <li>• Marine Craft Construction and Repair</li> </ul>	
At the completion of this subject students will have attained:		
<ul style="list-style-type: none"> <li>• Their boat license</li> <li>• The ability to identify and select seafood then prepare, cook and serve it</li> <li>• Skills to safely skin dive</li> </ul>		
<b>Assessment HSC Course</b>		
<b>External Assessment</b>	<b>Internal Assessment</b>	<b>Weighting</b>
No external examination.	Marine Studies encompasses an internal assessment only. Studies will be assessed in both knowledge and skills.	<b>100</b>
		<b>100</b>

## Mathematics Standard 2

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

### Course Description:

The Year 11 Mathematics Standard course is constructed on the assumption that students have demonstrated sound competency in the skills of the Stage 5.2 NSW Mathematics K-10 syllabus that forms part of the Year 12 Mathematics Standard 2 pathway. The Mathematics Standard 2 pathway provides students who are not seeking the in-depth knowledge of calculus based courses with the opportunity to extend their mathematical skills beyond Stage 5 Mathematics. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, and provides a strong foundation for students undertaking further tertiary training in the humanities, business and life science fields.

### Main Topics Covered:

#### Year 11 Course

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

#### Year 12 Course

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

### Assessment: HSC Course

Assessment in the HSC course is a comparison between a student’s progressive internal assessment result and their HSC Examination performance. Up to 30% of the course content contains links to content that is also explored and assessed in the Mathematics Advanced course.

External Assessment	Internal Assessment	Weighting
A two and a half hour written examination accompanied by a formula sheet.	<b>Component A</b> is concerned with assessing a student’s content knowledge by demonstrating understanding, fluency and communication.	50
	<b>Component B</b> is focused on assessing a student’s ability to problem solve and apply mathematical reasoning and justification.	50
		100

# Mathematics Advanced

2 Units for each of Year 11 and Year 12  
Board Developed Course  
"A" category course

**Exclusions:** Nil

## Course Description:

The Mathematics course is intended to give students who have demonstrated strong competency in the skills and outcomes of Stage 5.2/5.3 NSW Mathematics K-10 Syllabus an understanding of, and competence in, further aspects of mathematics, which are applicable in the real world. The calculus concepts that underpin this course form a strong basis for students looking to pursue further studies in science or finance at a tertiary level. Students who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

## Main Topics Covered:

### Year 11 Course

- Working with Functions
- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities
- Introduction to Differentiation
- Logarithms and Exponentials
- Probability and Discrete Probability Distributions

### Year 12 Course

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

## Assessment: Year 12 Course

Assessment in the Year 12 course is a comparison between a student's progressive internal assessment result and their HSC Examination performance. The Year 11 course is assumed knowledge and may also be assessed in the HSC examination.

External Assessment	Internal Assessment	Weighting
A three hour written examination accompanied by a reference sheet.	<b>Component A</b> is concerned with assessing a student's content knowledge by demonstrating understanding, fluency and communication.	50
	<b>Component B</b> is focused on assessing a student's ability to problem solve and apply mathematical reasoning and justification.	50
		100

# Mathematics Extension 1

1 Unit for each Year 11 and Year 12

Board Developed Course

“A” category course

**Prerequisites:** For students who intend to study the Mathematics Extension 1 course, they must also elect to study the Year 11 Mathematics course.

**Exclusions:** Students may not study Mathematics Extension 1 if they are following the Mathematics Standard pathway.

## Course Description:

The content of this course, which includes an in-depth treatment of the whole of the Mathematics the Mathematics Advanced course, indicates that it is intended for students who have demonstrated a high mastery of the skills of Stage 5.3 Mathematics and are interested in the study of further skills and ideas in Mathematics. The course is intended to give these students a thorough understanding of, and competence in aspects of Mathematics applicable to concurrent studies in science and finance and in the real world. The course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the physical and engineering sciences.

## Main Topics Covered:

### Year 11 Course

- Further work with Functions
- Polynomials
- Inverse Trigonometric Functions
- Further Trigonometric Identities
- Rates of Change
- Working with Combinatorics

### Year 12 Course

- Proof of Mathematical Induction
- Introduction to Vectors
- Trigonometric Equations
- Further Calculus Skills
- Applications of Calculus
- The Binomial Distribution

## Assessment: HSC Course

Assessment in the HSC course is a comparison between a student’s progressive internal assessment result and their HSC Examination performance. The Year 11 course is assumed knowledge and may also be assessed in the HSC examination.

## External Assessment

A two hour written examination accompanied by a reference sheet.

Mathematics Extension 1 students will also be required to sit either the Mathematics Advanced examination paper OR the Mathematics Extension 2 examination, determined by their pattern of study.

## Internal Assessment

**Component A** is concerned with assessing a student’s content knowledge by demonstrating understanding, fluency and communication.

**Component B** is focused on assessing a student’s ability to problem solve and apply mathematical reasoning and justification.

## Weighting

50

50

100

## Mathematics Extension 2

1 Unit for the Year 12 Course  
Board Developed Course  
“A” category course

**Prerequisites:** This course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. Students who choose to study Mathematics Extension 2 must have completed the Year 11 Mathematics Extension 1 course.

**Exclusions:** Students may not study Mathematics Extension 2 if they are following the Mathematics Standard pathway or only studying the Mathematics Advanced course.

### Course Description:

This course offers a extensive preparation for the further study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in high school Mathematics involving the development of strong manipulative skills and a high degree of understanding of the fundamental ideas of algebra and mathematical calculus. It extends students’ knowledge and understanding through exploration of new areas of mathematics not previously seen.

### Main Topics Covered:

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

### Assessment: HSC Course

Assessment in the HSC course is a comparison between a student’s progressive internal assessment result and their HSC Examination performance. Assessment in this course is based on all topics covered in Year 12.

External Assessment	Internal Assessment	Weighting
<p>The Mathematics Extension 2 paper is a three hour written examination accompanied by a reference sheet.</p> <p>Mathematics Extension 2 students will be required to attempt <b>TWO</b> examination papers: the Mathematics Extension 1 examination paper <b>AND</b> the Mathematics Extension 2 examination paper.</p>	<p><b>Component A</b> is concerned with assessing a student’s content knowledge by demonstrating understanding, fluency and communication.</p> <p><b>Component B</b> is focused on assessing a student’s ability to problem solve and apply mathematical reasoning and justification.</p>	<p>50</p> <p>50</p>
		100

## Modern History

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

### Course Description:

The **preliminary course** is designed to provide students with opportunities to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts 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 3 major studies.

### Main Topics Covered:

#### Year 11 Course

- Part I: Investigating Modern History - 50% - Nature of Modern History  
- 2 case studies
- Part II: Historical Investigation - 20%
- Part III: Core Study - The shaping of the Modern World - 30%

#### Year 12 Course

- Part I: Core Study - 25% - Power and Authority in the modern world
- Part II: National Study - 25%
- Part III: Peace and Conflict - 25%
- Part IV: Change in the modern World - 25%

### Particular Course Requirements:

The Year 11 Course Is a prerequisite for the Year 12 course.

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination.	<ul style="list-style-type: none"><li>• Knowledge and understanding</li><li>• Source-based skills</li><li>• Historical inquiry and research</li><li>• Communication of historical understanding</li></ul>	40 20 20 20
		100



# Music 1

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Prerequisites:**

**Exclusions:** Music 2

## Course Description:

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.

## 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 NESA to validate authorship of the submitted work. Students selecting the musicology (viva voce) elective will prepare a topic for discussion with the visiting markers at the time of the HSC practical examination

## Assessment: HSC Course

External Assessment	Weighting	Internal Assessment	Weighting
<ul style="list-style-type: none"><li>• Core performance (one piece)</li><li>• A one hour aural exam</li><li>• Electives</li></ul> Three electives from any combination of: <ul style="list-style-type: none"><li>○ Performance, or</li><li>○ Composition, or</li><li>○ Musicology</li></ul>	17.5 30	Core Performance Core Composition Core Musicology Aural Electives	10 10 10 25 45
	100		100

## Personal Training and Coaching

2 Units for each of Year 11 and Year 12

Content Endorsed Course

Non ATAR Course

**Exclusions:** Students studying PDHPE must study CEC modules which do not duplicate PDHPE modules.

### Course Description

Personal Training and Coaching makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sporting and fitness contexts and skills in planning to be active. These and other aspects of the course enable students to develop skills which will allow them to pursue a career in Personal Training and/or Coaching.

This course caters for a wide range of student needs. As part of the course:

- Students will become a nationally accredited coach
- Students will gain an accredited first aid certificate
- Students will become a nationally accredited official
- Student's gain valuable experience as a fitness leader and personal trainer.
- Students will work in leadership roles within the school and outside the school utilising their skills

The course features a **highly practical focus**: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive.

### Pattern of Study

2 units over two years, 120 hours year 11 plus 120 hours HSC with 6-9 modules studied.

The modules in Personal Training and Coaching are:

- First Aid and Sports Injuries
- Games and Sports Applications I
- Individual Games and Sports Applications
- Sports Administration
- Sports Coaching and Training II.
- Fitness
- Games and Sports Applications II
- Resistance Training
- Sports Coaching and Training I

### Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
No external examination.	Knowledge and understanding	50
	Skills	50
		100

# Personal Development Health and Physical Education



2 Units for each of Year 11 and Year 12  
Board Developed Course  
"A" category course

**Exclusions:** Nil

## Course Description:

PDHPE is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students' (Board of Studies 1999)

All aspects of PDHPE are relevant to all young people and the syllabus provides a direct link with future study and vocational pathways in the areas of recreation, paramedical, movement and health sciences.

The course aims to develop in each student a capacity to think critically about key issues in order to make informed decisions, very valuable skills no matter what their future aspirations.

The course objectives are that students develop:-

- Values and attitudes that promote healthy and active lifestyle and communities
- Knowledge and understanding of factors that affect health
- A capacity to exercise influence over personal and community health outcomes
- Knowledge and understanding about the way the body moves
- An ability to take action to improve participating and performance in physical activity
- An ability to apply the skills of critical thinking, research and analysis.

This course allows students to achieve academic excellence and at the same time develop valuable workplace skills and personal social skills.

## Main topics covered:

### Preliminary course

#### Core topics (70%)

- Meanings of health and physical activity
- Better health for individuals
- The body in motion

#### Optional components (30%)

Students to select two options each from

- First aid
- Composition and performance
- Fitness choices
- Outdoor recreation

### HSC Course

#### Core topics (60%)

- Health priorities in Australia
- Factors affecting performance

#### Optional component (40%)

Students to select two options each from

- The health of young people
- Sport and physical activity in Australian society
- Sports medicine
- Improving performance
- Equity and health

## Particular Course Requirements:

In addition to core studies students select two options in each of the year 11 and year 12 courses.

## Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
A three hour written examination	Knowledge and understanding of factors that affect health and the way the body moves	40
	Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30
	Skills in critical thinking, research and analysis	30
		100

2 Units for each of Year 11 and Year 12  
 Board Developed Course  
 "A" category course

**Exclusions:** Nil

**Course Description:**

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scale of space and time - from nuclear particles and their interactions up to the size and age of the Universe. It focuses on the exploration of models and the analysis of theories and laws, which promotes an understanding of the physical world, how it works, and appreciate the uniqueness of the Universe.

Students who study physics use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

**Main Topics Covered:**

**Preliminary Course**

- Module 1:** Kinematics
- Module 2:** Dynamics
- Module 3:** Waves and Thermodynamics
- Module 4:** Electricity and Magnetism

**HSC Course**

- Module 5:** Advanced Mechanics
- Module 6:** Electromagnetism
- Module 7:** The Nature of Light
- Module 8:** From the Universe to the Atom

**Particular Course Requirements:**

Both Year 11 & Year 12 Physics course comprise of four modules each. Integrating within each year is a Depth Study which must be allocated 15 hours within 120 indicative course hours. A Depth Study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities. It maybe, but is not limited to:

- A practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations
- Presentations, research assignments or fieldwork reports.
- The extension of concepts found within the course, either qualitatively and/or quantitatively.

Practical investigations are also an essential part of the Chemistry course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies each year.

**Assessment: HSC Course**

<b>External Assessment:</b>	<b>Internal Assessment:</b>	<b>Weighting</b>
A three hour written examination	Knowledge and understanding of content Skills in working scientifically	40 60
		100

## Science Extension

1 Unit for HSC only  
Board Developed Course  
“A” category course

**Exclusions:** Students may not study Science Extension if they have not studied a Year 11 Science course. Year 11 Science courses are: Biology, Chemistry, Investigating Science and Physics.

### Course Description:

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of Science. The course requires 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 Environment Science and Physics. In doing this, students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal. Through designed and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analyzing and interpreting data

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.

### Main Topics Covered:

Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the following disciplines:

- Biology
- Chemistry
- Earth and Environment Science
- Physics

At the culmination of this research students will be required to submit a Scientific Research Portfolio and Report.

### Year 12 Course

**Module 5:** The Foundation of Scientific Thinking

**Module 6:** The Scientific Research Proposal

**Module 7 :** The Data, Evidence and Decisions

**Module 8:** The Scientific Research Report

### Particular Course Requirements:

Throughout the course students select and develop a research question and develop evidence based responses in the form of a Scientific Research Report that is supported by a Scientific Research Portfolio. The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their scientific research, it must be sensitive to community expectations in relation to the question being interrogated and students must adhere to ethical practices in the collection and analysis of data and publishing results of the scientific research.

### Assessment: HSC Course

External Assessment:	Internal Assessment:	Weighting
A two hour online examination	Communicating Scientifically	30
	Gathering, recording, analysing and evaluating data	30
	Application of scientific research skills	40
		100

## Society and Culture

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

### Course Description:

Society and Culture promotes students’ awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. Society and Culture promotes an awareness of the nature of power and authority, gender, technology, and facilitates intercultural understanding.

### Main Topics Covered:

#### Year 11 Course

The Social and Cultural World  
Personal and Social Identity  
Intercultural Communication

#### Year 12 Course - Core Topics

Personal Interest Project  
Social and Cultural Continuity and Change

#### 2 Depth Studies to be chosen from

Popular Culture  
Belief Systems and Ideologies  
Social Inclusion and Exclusion  
Social Conformity and Nonconformity

### Particular Course Requirements:

In this HSC course there is a research project, worth 40% of the HSC mark. Students select a suitable topic from the course in a personal area of interest. This will involve substantial research and will contain a number of components. This project will be externally marked.

### Assessment: HSC Course

External Assessment		Internal Assessment		Weighting
PIP	40%	Knowledge/Understanding		50
HSC Exam (2hrs)	60%	Application/Evaluation		30
		Communication		20
	<b>100</b>			<b>100</b>

# Software Design and Development

2 Units for each of Year 11 and Year 12  
Board Developed Course  
“A” category course

**Exclusions:** Nil

## Course Description:

Software Design and Development specifically focuses on the design and development of software solutions. Students investigating different methods in which software can be developed, the tools that can be used to assist in this process and consider the interaction between software and other components of the computer system. Using the system development cycle, students will design and develop their own system solution through the use of a variety of computer programming languages. Furthermore, students will learn to solve a variety of interesting and relevant software problems using a systematic approach.

### Year 11 Course

#### Concepts and Issues in the Design and Development of Software

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

#### Introduction to Software Development

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

#### Developing Software Solutions

### Year 12 Course

#### Development and Impact of Software Solutions

- Social and ethical issues
- Application of software development approaches

#### Software Development Cycle

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

#### Developing a Solution Package Options

- Programming paradigms

OR

- The 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. There are software and course specifications.

## Assessment: HSC Course

External Assessment	Internal Assessment	Weighting
Three hour written exam	Knowledge and understanding of course content.	50
	Knowledge and skills in the design and development of software solutions.	50
		100

## Visual Arts

2 2 Units for each of Year 11 and Year 12

Board developed course

"A" category course

**Exclusions:** Nil

### Course Description:

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

#### Year 11 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

External Assessment	Internal Assessment	Weighting
A Written Paper - 50%	Development of the body of work	50
Submission Of A Body Of Work - 50%	Art Criticism And Art History	50
		100