



Glenwood High School

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# STAGE 6

## Subject Selection

Preliminary 2020  
HSC 2021

A copy of this document can be found on our school website

[www.glenwood-h.schools.nsw.edu.au](http://www.glenwood-h.schools.nsw.edu.au)

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## STAGE 6 CREDENTIALLING GENERAL INFORMATION

- As of 2020, the NSW Education Standards Authority (NESA) will offer two different credentials to signify the completion of Stage 6 studies.
- The default Stage 6 credential will be the Record of School Achievement (RoSA).
- The Higher School Certificate (HSC), will be the credential issued to students who have met the national minimum standard in NESA testing in reading, writing and numeracy.
- Stage 6 credentialling recognises thirteen years of schooling. In the interests of greater career choices and increased opportunity at university and TAFE, it offers students a full range of study areas matching individual abilities, interests and goals.
- Courses are linked to further education and training.
  - Extension courses enable students to undertake more in-depth study in areas of special interest.
  - Vocational Education and Training (VET) courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- The RoSA includes Life Skills courses for students with special education needs.
- Stage 6 courses assess each student's knowledge and skills fairly.
- In Stage 6 courses, when students meet the minimum standard expected in a 2 unit course they receive a mark of 50. If students have a higher standard of performance they will receive a higher mark.
- For each course, students receive a comprehensive report. These reports provide clear indications of what students have demonstrated they know, understand and can do in each course. NSW Education Standards Authority (NESA) is responsible for all rules and procedures relating to the HSC.

More information is contained in the following online NESA presentation:

*HSC Information for Year 10 Students and Parents*

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

Students and parents are also encouraged to access the following details from the NESA website:

*Studying for the NSW Higher School Certificate – About HSC has a number of features explaining mandatory requirements for the HSC.*

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

- Please note: the Australian Tertiary Admissions Rank (ATAR) is a rank calculated by the Universities Admission Centre (UAC). This calculation is based on the best 10 units, at least 8 units of which must be Category A subjects, and no more than 2 units of Category B subjects. Board Endorsed Courses do not count towards that ATAR. **This calculation is not affected by the credential that has been issued by NESA.**

## WHAT TYPES OF COURSES CAN I SELECT?

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

- All courses contribute to the award of either the RoSA or the HSC
- 
- Not all contribute to an Australian Tertiary Admission Rank (ATAR)

## BOARD DEVELOPED COURSES

### (yellow heading section)

These courses are developed by NESA and help develop and prepare students for a higher level of study at tertiary institutions on completion of their Stage 6 studies. There is a syllabus for each course which contains:

- the course objectives, structure, content and outcomes
- specific course requirements
- assessment requirements

These courses are:

- examined externally at the end of the Year 12 course and
- contribute towards the calculation of the ATAR

These courses are classified as either Category A or Category B courses.

- **Category A** courses are designed to equip students with the depth of knowledge and skills to enable advancement to future tertiary studies. These subjects are **taught at school. These are listed in the section with yellow headings.**
- **Category B** courses are designed for students with specific interests. These courses are more practical orientated and will advance students in chosen career paths. More than one of these courses may be studied: **however, only one of these courses may be selected for inclusion in the ATAR.** These subjects may be taught at TAFE and some are taught by the school (**green heading section**).
- **VET:** This also includes, but is not limited to, both school taught and TAFE delivered courses.

## HSC BOARD DEVELOPED COURSES (CATEGORY B)

### (green heading sections)

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

**All applications must be made through the Careers Adviser.**

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

## CONTENT ENDORSED COURSES

### (blue heading sections)

These courses are more practical and teach skills and competencies that can lead to employment opportunities and can give students advantages in applying for full-time study at TAFE. **These courses cannot be included in the ATAR.**

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA and cater for areas of special interests.
- Some of these courses are taught at school (blue section) and some at TAFE (green section),

These courses:

- Have no external examination
- Count towards the RoSA or the HSC
- Do not count in the calculation of the ATAR

## UNDERSTANDING THE TERMINOLOGY

### UNIT

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 4.5 sessions per fortnight (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence, a 2 Unit course has a value of 100 marks.

A 2 Unit Course = 9 sessions per fortnight.

### SUBJECT

Is the general name given to an area of study.

### COURSE

Is a branch of study within a subject; a subject may have several different courses, for example, within the subject English, the courses include English Standard, English Advanced, HSC English Extension 1, HSC English Extension 2 and English as a Second Language.

### 2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks.

### EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses build on the content of the 2 Unit course, and carry an additional value of 1 Unit. Extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

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

HSC Extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.



## REQUIREMENTS FOR STAGE 6 CREDENTIALLING

- You must have **satisfactorily completed** courses that meet the pattern of study required by NESA. This includes the completion of the practical, oral, aural or research projects required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the NESA examinations.
- It is a NESA requirement that you study and **successfully complete** a minimum of **12 units** in the **Preliminary Course**, Glenwood High School strongly recommends the study of a minimum of **12 units** in the **HSC (Year 12) course**. Both the Preliminary Certificate and the Higher School Certificate must include the following:
  - at least **6 units** from Board Developed Courses (**yellow, & green heading sections**) 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
  - no more than 6 units of Science courses
  - students do NOT have to study Mathematics
  - if selecting Mathematics, students will be required to select Mathematics, Mathematics Standard or Extension Mathematics in order to be placed in a course by the Head Teacher.
- The default Stage 6 credential will be the Record of School Achievement (RoSA).
- The Higher School Certificate (HSC), will be the credential issued to students who have met the national minimum standard in NESA testing in reading, writing and numeracy.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from other Board Developed Courses or Content Endorsed Courses once you have met the above conditions.
- The NESA website, contains all the HSC rules and requirements you will need to know. This can be found under the tab Year 11-12

## HSC MINIMUM STANDARD

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

How is the standard set?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application

- creating a personal weekly budget.

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

## REQUIREMENTS FOR THE AWARD OF THE ATAR

### ATAR Courses

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

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by University Admissions Centre. The ATAR is a rank, not a mark.

Your ATAR indicates your position relative to the students who started Year 7 with you. An ATAR of 80.00 indicates that you have performed well enough in the HSC to place you in the top 20% of your year group. It is important to note that your ranking depends solely on your performance in the HSC.

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

### Are you eligible for an ATAR (NESA Requirements)?

To be eligible for an ATAR in 2021 you must satisfactorily complete 12 Preliminary units and then at least 10 HSC units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units
- four subjects.

### How is your ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- best 2 units of English and
- best 8 units from the remaining units.

No more than 2 units of Category B courses can be included.

***The ATAR is a rank, NOT a mark.***

# HSC BOARD DEVELOPED COURSES (CATEGORY A)

All of these courses can count towards the calculation of an ATAR.

For course descriptions, see Yellow Section of Booklet.

Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)	ATAR Cat	Faculty	Head Teacher
English Standard English Advanced English as a Second Language (ESL)	Preliminary English Extension	HSC Eng Ext 1 HSC Eng Ext 2	ATAR A ATAR A	English	Mrs Pearce
Aboriginal Studies			ATAR A	HSIE	Miss Powter
Ancient History		HSC Hist Ext	ATAR A	HSIE	Miss Powter
Biology			ATAR A	Science	Ms Diamond
Business Studies			ATAR A	HSIE	Miss Powter
Chemistry			ATAR A	Science	Ms Diamond
Community & Family Studies			ATAR A	Home Economics	Mrs Powell
Dance			ATAR A	CAPA	Mrs McDonald
Design & Technology			ATAR A	Industrial Arts	Mr Burgmann
Drama			ATAR A	CAPA	Mrs McDonald
Earth & Environmental Science			ATAR A	Science	Ms Diamond
Economics			ATAR A	HSIE	Miss Powter
Engineering Studies			ATAR A	Industrial Arts	Mr Burgmann
Food Technology			ATAR A	Home Economics	Mrs Powell
French Beginners			ATAR A	LOTE	Mrs Fleurant
French Continuers		HSC French Ext	ATAR A	LOTE	Mrs Fleurant
Geography			ATAR A	HSIE	Miss Powter
Indonesian Beginners			ATAR A	LOTE	Mrs Fleurant
Indonesian Continuers			ATAR A	LOTE	Mrs Fleurant

<b>Preliminary &amp; HSC Courses (2 Unit)</b>	<b>Preliminary Extension Courses (1 Unit)</b>	<b>HSC Extension Courses (1 Unit)</b>	<b>ATAR Cat</b>	<b>Faculty</b>	<b>Head Teacher</b>
Industrial Technology – Timber			ATAR A	Industrial Arts	Mr Burgmann
Industrial Technology – Metal and Engineering			ATAR A	Industrial Arts	Mr Burgmann
Industrial Technology – Graphics			ATAR A	Industrial Arts	Mr Burgmann
Industrial Technology - Multimedia			ATAR A	Industrial Arts	Mr Burgmann
Information Processes & Technology			ATAR A	Computing	Mr Lewis
Investigating Science			ATAR A	Science	Ms Diamond
Legal Studies			ATAR A	HSIE	Miss Powter
Mathematics	Mathematics Standard 2  Mathematics Advanced  Mathematics Ext 1	Mathematics Standard 1 and 2  Mathematics Advanced  HSC Maths Ext 1  HSC Maths Ext 2	ATAR A  ATAR A	Mathematics	Ms Brahe
Modern History		HSC Hist Ext	ATAR A	HSIE	Miss Powter
Music 1		HSC Music Ext	ATAR A	CAPA	Mrs McDonald
Personal Development health and Physical Education (PD/H/PE)			ATAR A	PDHPE	Ms Southall
Physics			ATAR A	Science	Ms Diamond
Studies of Religion II			ATAR A	HSIE	Miss Powter
Society and Culture			ATAR A	HSIE	Miss Powter
Software Design & Development			ATAR A	Computing	Mr Lewis
Textiles & Design			ATAR A	Home Economics	Mrs Powell
Visual Arts			ATAR A	CAPA	Mrs McDonald

**Please note:**

- A number of subjects include a research project for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Graphics Industries) are not permitted to study units of competency within the Drawing, Drafting & Design pathway of the Metal & Engineering Curriculum Framework.
- 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.
- You may not include any more than 6 units of the following Science Courses: Biology, Chemistry, Physics and Earth & Environmental Science in meeting the 12 Preliminary or 10 HSC units. The course Senior Science may not be taken as a Preliminary Course with any of the above Science Courses.
- Languages can be undertaken at Saturday Schools or Open High School (i.e. correspondence) if they are not offered at Glenwood High School

# HSC BOARD DEVELOPED COURSES (CATEGORY B)

- Accounting \*
- Automotive: Automotive – Engines ^  
Automotive – Panel Beating ^  
  
Automotive – Spray Painting ^
  
- Business Services^
- Construction ^
- Electro technology ^
- Entertainment ^
- Information and Digital Technology ^
- Primary Industries: Primary Industries – Agriculture ^  
Primary Industries – Conservation & Land Management ^  
Primary Industries – Horticulture ^
  
- Retail Services ^
- Hospitality: Hospitality: Food and Beverage Services ^  
Hospitality: Accommodation Services ^
  
- Tourism ^

The courses marked with ^ are all called Framework Courses (and are 240 hour Vocational and Educational Training (VET) courses).

- students must complete up to 70 hours of work placement over two years;
- students must successfully complete the course by being assessed on whether they have mastered each of the skills (or industry based competencies) in each of the topics (students will be given a transcript showing this with their HSC);
- the final exam is **optional**. If you want the results from one of these courses to be included in the calculation of your ATAR, subject to ATAR eligibility, you must undertake the optional written examination;
- these courses can be taught by the school or at TAFE. Check the listings at the back of the package to see where these courses are taught.

**The course marked with \*** is a Board Developed Course taught by TAFE. It has no work placement and it has a compulsory exam.

**The course marked with #** is a Board Development Course taught by the school. It also has no work placement and it has a compulsory exam.

## HSC BOARD DEVELOPED COURSES (CATEGORY B)

*These courses will be offered to selected students in Year 12*

Both of these courses can count towards the calculation of an ATAR.

However, as a Category B subject only **ONE** of these subjects will count towards the ATAR.

Course	Units	Page Ref	ATAR Category	Faculty	Head Teacher
English Studies	2 Units	85	Yes	English	Mrs Pearce
Mathematics General 1	2 Units	87- 88	Yes	Mathematics	Ms Brahe

## HSC CONTENT ENDORSED COURSES

These courses have no external examination but count towards your HSC and are listed on your Record of Achievement. They do **NOT** count towards calculation of the ATAR.

Course	Units	Page Ref	ATAR Category	Faculty	Head Teacher
Exploring Early Childhood	2 Units	86	No	Home Economics	Mrs Powell
Photography & Digital Media	2 Units	89	No	CAPA	Mrs McDonald
Sport, Lifestyle & Recreation	2 Units	90	No	PDHPE	Ms Southall
Visual Design	2 Units	69	No	CAPA	Mrs McDonald

## THE HSC AT GLENWOOD HIGH SCHOOL

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

### HSC Pathways at Glenwood High School

#### RoSA or HSC + ATAR (over 2 years)

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

#### RoSA or HSC (over 2 years)

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

#### RoSA or HSC (over 3-5 years)

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

#### Any of the above + TAFE Award (over 2-5 years)

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

#### Any of the above + Open High School (over 2-5 years)

If you have a particular need or wish to study a language course not offered at school, you may apply to the Principal to study the course by correspondence. The Open High School will send you written or taped lessons that you must complete independently. You need to be a self-motivated independent worker to successfully complete a course at the Open High School.

#### Any of the above + Saturday School of Community Languages (over 2-5 years)

Classes are held on Saturday mornings at local high schools. **PLEASE NOTE: These courses are in addition to those studied at Glenwood High School.**

#### Any of the above + School Based Traineeship (over 2 years)

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

**Please see the Careers Adviser if you need help deciding which pathway to choose or need more detailed information.**



**PLEASE NOTE:**

**It is a requirement of Glenwood High School that students complete:**

- **Year 11: 12 Units of study at school**
- **Year 12: 12 Units of study at school**

**Students who choose to complete other courses must do so in addition to the 12 units completed at school.**

## ASSESSMENT AND REPORTING

- The Preliminary and HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding that students have attained in each subject.
- A syllabus package for each course is available on the NESAs website. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, provide a clear idea of the standards expected.
- School-based assessment tasks will contribute to 50% of the HSC mark. A student's school assessment mark will be based on their performance in the assessment tasks that they have undertaken during the course.
- The other 50% will come from the HSC examination.
- A student's 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 a student achieves the minimum standard expected in a course they will receive a mark of 50. Marks gained above 50 will correspond to a level of achievement in knowledge, skills and understanding and will be reported in Bands 2 – 6. The band from 90-100 will correspond to the highest level of achievement.
- On satisfactory completion of the RoSA or HSC, students will receive from NESAs a portfolio containing:
  - **RoSA or HSC Testamur**  
*(The official certificate confirming your achievement of all requirements for the award.)*
  - **Record of Achievement**  
*(This document lists the courses you have studied and reports the marks and bands you have achieved.)*
  - **Course Reports**  
*(For every HSC Board Developed Course you will receive a Course Report showing your marks, the performance scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.)*

# RECORD OF SCHOOL ACHIEVEMENT (RoSA)

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

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

Students who are planning to leave school after completing Year 10, but before completing Year 12, will have the option of completing online literacy and numeracy tests which will then be reported in the student's RoSA. These tests are held twice a year, students wishing to sit for the literacy and numeracy tests must inform the school as arrangements need to be made by the school to ensure this can occur. The RoSA will also record extra-curricular activities that students have participated in to enable students to show this document to potential employers and other education providers. Students are required to log their extra-curricular activities on the NESA website Up2Now <https://up2now.net.au/people/login> Students and parents are advised to keep up-to-date with all information relating to the RoSA through the NSW NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/advice-stage-5>

**NOTE:** The RoSA is the default credential awarded to students who successfully complete Year 10, Year 11 or Year 12. Eligibility for the award of the HSC is reliant upon a student meeting the minimum standard in the NESA online testing of reading, writing and numeracy.



# Board Developed Courses

*(see the online version of this  
document for a list of all courses)*

## ENGLISH STANDARD

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** English Advanced; English as a Second Language; Extension

### **Course Description:**

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

In the **Preliminary English (Standard)** course students will explore the ways events, experiences, ideas and processes are represented in and through texts.

In the **HSC English (Standard)** course students will reflect upon and demonstrate the effectiveness of texts for different audiences and purposes.

### **Main Topics Covered:**

#### **Preliminary Course**

**The course has TWO sections:**

- Content common to the Standard and Advanced courses is undertaken through the Common module – Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. Students undertake the intensive language and close reading of quality text from a variety of modes and media. The common content comprises 40 hours of the course content.
- Modules in which students explore and examine texts and analyse aspects of meaning. The electives comprise 80 hours of the course content.

#### **HSC Course**

**The course has TWO sections:**

The HSC Common Content which consists of the Common Module- Texts and Human Experiences. The HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.

- The Common Module will make up 25% of the course content.

Three modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to do each of three Modules A, B and C.

- The Modules will make up 75% of the course content.

#### **Particular Course Requirements:**

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

- Study ONE complex multimodal or digital text in Module A;
- Study ONE substantial literary print text in Module B;
- Study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Undertake wide reading programs;
- Integrate the skills of reading, writing, listening, speaking, viewing and representing as appropriate.

In the **HSC English (Standard)** course students are required to:

- Undertake a close study of **THREE types of prescribed text**; prose fiction, poetry or drama, film or media OR non-fiction
- A wide range of additional related texts and materials.

**Assessment HSC course only:**

<b>External Assessment</b>	<b>Weighting</b>
A written examination paper consisting of <b>Paper 1 (1 ½ Hours) + 10 minutes reading</b> Common Module- Texts and Human Experiences	<b>40%</b>
<b>Paper 2 (2 Hours) + 5 minutes reading</b> Module A – Language, Identity and Culture Module B - Close Study of Literature Module C – The Craft of Writing	<b>60%</b>
<b>FEES: nil</b>	

## ENGLISH ADVANCED

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** English Standard; English Studies; English as a Second Language

### Course Description:

In the **Preliminary English (Advanced)** course students will explore the ways events, experiences, ideas and processes are represented in and through texts analysing the ways in which they illustrate different values and attitudes.

In the **HSC English (Advanced)** course students will analyse and evaluate texts and the value of such texts.

### Main Topics Covered:

#### **Preliminary Course**

**The course has TWO sections:**

- Common Module – Reading to Write common to both the Standard and Advanced English courses. In this unit of work students will examine texts and develop skills as competent and effective communicators.
- *Two Modules* enabling students to explore and examine texts while analysing the ways in which their meaning is shaped by different attitudes and values.

#### **HSC Course**

**The course has TWO sections:**

- The Common Module- Texts and Human Experiences common to both the Standard and Advanced English courses where students will analyse and explore texts while applying the skills of reading, writing, speaking, listening, viewing and representing.
  - The Common Module will make up 25% of the course content.
- *Three Electives* chosen from three **MODULES** which include the mandatory Craft of Writing, a Critical Study of Literature and Textual Conversations.
  - These modules make up 75% of the course content.

### Particular Course Requirements:

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

- Study texts drawn from prose fiction, drama, poetry, non-fiction, film, media and digital texts;
- Study a wide range of additional related texts and forms;
- Integrate the skills of reading, writing, speaking, listening, viewing and representing as appropriate.

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

- At least four prescribed text, one drawn from each of the following categories: Shakespearean Drama; prose fiction; poetry or drama. The remaining text may be film or media or a non-fiction text or maybe selected from one of the categories already used.



**ENGLISH ADVANCED cont.****Assessment HSC course only:**

<b>External Assessment</b>	<b>Weighting</b>
A written examination paper consisting of <b>Paper 1 (1 ½ Hours) + 10 minutes reading</b> Common Module- Texts and Human Experiences	<b>40%</b>
<b>Paper 2 (2 Hours)</b> Module A – Textural Conversations Module B – Critical Study of Literature Module C – The Craft of Writing	<b>60%</b>
<b>FEES: nil</b>	

## PRELIMINARY ENGLISH EXTENSION

### HSC ENGLISH EXTENSION 1 and 2

1 unit of study for each of Preliminary Course and HSC Board Developed Course

Prerequisites:

- a) English (Advanced) course
- b) Preliminary English Extension Course is prerequisite for HSC Extension Course 1
- c) HSC Extension Course 1 is prerequisite for HSC Extension Course 2.

**Please Note: HSC English Extension 2 is only studied in Year 12.**

**Exclusions:** English (Standard) Course; English Studies; ESL

#### **Course Description:**

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

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process.

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

#### **Main Topics Covered:**

##### **Preliminary Extension Course**

The course has ONE mandatory section – Module: Texts, Culture and Value.

##### **HSC Extension Course 1**

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

The electives are:

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

##### **HSC Extension Course 2**

English Extension 2 course – The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.

#### **Particular Course Requirements:**

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

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.

The **Preliminary English (Extension) Course** requires students to:

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

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

- At least **three** prescribed texts for the elective study which must include two extended print texts (as outlined in the English Stage 6 Prescriptions: Modules, Electives and Texts Higher School Certificate 2019–2023 document) at least TWO related texts.

In the English Extension 2 course students are required to:

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

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

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

**Assessment HSC Extension Course 1:**

<b>External Assessment</b>	<b>Weighting</b>
A written examination of 2 hours duration plus 10 minutes reading time	<b>100%</b>

**Assessment HSC Extension Course 2:**

<b>External Assessment</b>	<b>Weighting</b>
<b>Submission of Major Work</b>	
Including a 1000 – 1500 word (reflection statement)	<b>100%</b>

**FEES: nil**

## ENGLISH AS A SECOND LANGUAGE (ESL)

2 units of each of Preliminary Course and Board Developed Course

**Exclusions:** English Advanced; English Standard; English Studies Extension

### Course Description:

- In the **Preliminary English (ESL)** course, students develop specific English language skills, knowledge and understanding through exploring the ways ideas and processes are represented in texts.
- In the **HSC English (ESL)** course, students reinforce and extend their language skills and develop and apply skills in synthesis.

### Main Topics Covered:

#### **Preliminary Course**

- *Three Modules (A, B, and C)* which require students to use their developing language skills to explore the ways texts, forms, media contexts or aspects of language shape meaning. The modules makeup 100% of the course content.
  - *Module A – Language and Texts in Context*
  - *Module B – Close Study of Text*
  - *Module – Texts and Society*

#### **HSC Course**

##### **The course has TWO sections:**

- Students study four modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes.
  - *Module A – Texts and Human Experience*
  - *Module B – Language Identity and Culture*
  - *Module C – Close Study of Text*
- The fourth module, Focus on Writing, is studied concurrently throughout the year to develop students understanding and use of language in developing their own written responses.

### Particular Course Requirements:

In the **Preliminary English (ESL)** course, students are required to:

- Study ONE substantial literary text drawn from prose fiction, drama, poetry, non-fiction, film, media or digital texts;
- Undertake wide reading;
- Integrate reading, writing, speaking, listening, viewing and representing, as appropriate;
- Engage in the integrated study of language and text

In the **HSC English (ESL)** course, students are required to:

- Complete FOUR modules, including Module A:Texts and Human Experiences, Module B; Language identity and Culture, Module C: Close study of text and Focus on Writing
- Study at least THREE types of prescribed texts as well as a wide range of additional related texts and textual forms;
- Explore the language modes of reading, writing, speaking, listening, viewing and representing.
- Complete an oral communication task.

**ENGLISH AS A SECOND LANGUAGE (ESL) cont.****Assessment HSC course only:**

<b>External Assessment</b>	<b>Weighting</b>
A written examination paper consisting of <b>Paper 1 (1 ½ Hours) + 10 minutes reading</b> Module A- Texts and Human Experiences and Focus on Writing	<b>45%</b>
<b>Paper 2 (1 Hour) 5 minutes reading</b> Modules B and C	<b>40%</b>
<b>Paper 3 (30 mins)</b> Listening	<b>15%</b>
<b>FEES: nil</b>	

## ABORIGINAL STUDIES

2 units of each of Preliminary Course and HSC Board Developed Course

### **Course Description:**

Aboriginal Studies provides students with opportunities to learn about Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity. Through the historical study of colonialism, racism and prejudice, legislation and policy, students gain an understanding of indigenous community experiences.

### **Main Topics Covered:**

#### **Preliminary Course**

##### **Part I: Aboriginality and the Land (20%)**

Aboriginal peoples' relationship to Country  
Dispossession and dislocation of Aboriginal peoples from Country  
Impact of British colonisation on Country

##### **Part II: Heritage and Identity (30%)**

The Dreaming and cultural ownership  
Diversity of Aboriginal cultural and social life  
Impact of colonisation on Aboriginal cultures and families  
Impact of racism and stereotyping

##### **Part III: International Indigenous Community: Comparative Study (25%)**

Location, environment and features of an international Indigenous community  
Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity

##### **Part IV: Research and Inquiry Methods: Local Community Case Study (25%)**

Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

#### **HSC Course**

##### **Part I – Social Justice and Human Rights Issues (50%)**

###### **A Global Perspective (20%)**

Global understanding of human rights and social justice

**AND**

###### **B Comparative Study (30%)**

A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence

##### **Part II – Case Study of an Aboriginal community for each topic (20%)**

**A Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses

**OR**

**B Heritage and Identity** – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses

##### **Part III – Research and Inquiry Methods – Major Project (30%)**

Choice of project topic based on student interest.

### **Assessment HSC course only:**

#### **External Assessment**

Time allowed 3 hours plus 5 minutes reading time.

Section I – Social Justice and Human Rights Issues

#### **Weighting**

55 marks

Section II – Research and Inquiry methods

15 marks

Section III – Options

30 marks

**FEES: nil**

## ANCIENT HISTORY

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

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

The Preliminary Course is structured for students to investigate;

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

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

### Main Topics Covered:

#### **Preliminary Course**

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

#### **HSC Course**

<b>Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum</b>	<b>25%</b>
<b>Part II: Ancient Societies</b>	<b>25%</b>
<b>Part III: Personalities in Their Times</b>	<b>25%</b>
<b>Part IV: Historical Periods</b>	<b>25%</b>

*Students must make their selections in the HSC Course from at least two of the following areas; Egypt, Near East, Greece and Rome.*

### **Assessment HSC course only:**

A 3 hour written examination in four parts:

<b>Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum</b>	<b>25%</b>
<b>Part II: Ancient Societies</b>	<b>25%</b>
<b>Part III: Personalities in Their Times</b>	<b>25%</b>
<b>Part IV: Historical Periods</b>	<b>25%</b>

# BIOLOGY

2 units of each of Preliminary Course and HSC Board Developed Course

## Course Description:

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

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

## Main Topics Covered:

### **Preliminary Course modules:**

**Module 1 Ecosystem Dynamics:** The interactions between organisms and their environment

**Module 2 Cells as the Basis of Life:** The structure and function of cells.

**Module 3 Organisation of Living Things:** The coordinated activities of cells, tissues and organs in a variety of unicellular and multicellular organisms.

**Module 4 Biological Diversity:** Biological processes that contribute to the diversity of life on Earth.

### **HSC Course Outline**

**120 hours of indicative course work which includes a Depth Study of a minimum of 15 hours.**

**Module 5 Heredity:** The role of DNA in reproduction and inheritance within organisms, including current and future applications of genetic research.

**Module 6 Genetic Change:** Natural and human-induced causes and effects of genetic change in the context of current biotechnology.

**Module 7 Infectious Disease:** Examines the treatment, prevention, and control of infectious disease in the context of human immunity and modern medicine.

**Module 8 Non-infectious Disease:** Examines the multidisciplinary nature of science applications regarding physiology and engineered solutions to problems related to the management of human disorders.

## **Particular Course Requirements/ Depth Studies:**

### **Requirements for Depth Studies**

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

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

## **Assessment HSC course only:**

### **External Assessment: 3 Hour Examination + reading time**

Section I

**20%**

Section II-

There will be 20 to 25 items.

At least two items will be worth 7 to 9 marks.

**80%**

**FEES: nil**



## BUSINESS STUDIES

2 units of each of Preliminary Course and HSC Board Developed Course

### 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.

### Main Topics Covered:

#### Preliminary Course

- |                       |     |
|-----------------------|-----|
| ▪ Nature of Business  | 20% |
| ▪ Business Management | 40% |
| ▪ Business Planning   | 40% |

#### HSC Course

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

### Assessment HSC course only:

External Assessment	Weighting
A 3 hour written examination in which the 4 topics are assessed in four parts:	
<b>Section 1: 20 Multiple Choice</b>	<b>20%</b>
<b>Section 2: Approximately 5 Short Answer</b>	<b>40%</b>
<b>Section 3: 1 Business Report</b>	<b>20%</b>
<b>Section 4: 1 Extended Response</b>	<b>20%</b>

**FEES:** nil

## CHEMISTRY

2 units of each of Preliminary Course and HSC Board Developed Course

### **Course Description:**

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

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

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

### **Main Topics Covered:**

#### **Preliminary Course**

The Preliminary Course modules are:

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

#### **HSC**

THE HSC Course Modules are:

- **Equilibrium and Acid Reactions**
- **Acid/base Reactions**
- **Organic Chemistry**
- **Applying Chemical Ideas**

#### **DEPTH STUDY:**

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

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

#### **Assessment HSC course only:**

<b>External Assessment:</b>	<b>Weighting</b>
3 hours written examination plus 5 minutes reading time.	
Section I	<b>20%</b>
Section II	<b>80%</b>
<b>FEES: nil</b>	

## COMMUNITY AND FAMILY STUDIES

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** nil

### Course Description:

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

### Main Topics Covered:

#### **Preliminary Course**

##### **Resource Management**

- The contributions of needs and wants, resources, communication, decision making and management on well-being (approx. 20% of course time).

##### **Individuals and Groups**

- The individual's roles, relationships and tasks within groups including the emergence of leadership and conflict within groups (approx. 40% of course time).

##### **Families and Communities**

- Family structures and functions and the interaction between family and community (approx. 40% of course time).

#### **HSC Course**

##### **Research Methodology**

- Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).

##### **Groups in Context**

- The characteristics and needs of specific groups within the community (approx. 25% of course time).

##### **Parenting and Caring**

- The skills required and issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approx. 25% of course time).

**HSC Option Modules** (Select one of the following (approximately 25% of course time):

## COMMUNITY AND FAMILY STUDIES cont.

### Family and Societal Interactions

- Government and community structures that support and protect family members throughout their lifespan.

### Social Impact of Technology

- The impact of evolving technologies on individuals and lifestyle.

### Individuals and Work

- Contemporary issues confronting individuals as they manage roles within both their family and work environments.

### Particular Course Requirements:

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

External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination		<b>Core</b>	<b>75%</b>
<b>Section I</b>			
Part A – multiple choice	<b>10%</b>	Research Methodology	
Part B – short answer	<b>15%</b>	Groups in Context	
Part C – two questions, one on each of the HSC core modules:	<b>50%</b>	Parenting and Caring	
<ul style="list-style-type: none"> <li>▪ Groups in Context</li> <li>▪ Parenting and Caring</li> </ul>		<b>Option</b>	<b>25%</b>
<b>Section II</b>	<b>25%</b>		
Three questions, one on each of the HSC option modules:			
<ul style="list-style-type: none"> <li>▪ Family and Societal Interactions</li> <li>▪ Social Impact of Technology</li> <li>▪ Individuals and Work</li> </ul> Candidates attempt one question			
<b>FEES: nil</b>			

## DANCE

2 units for each Preliminary Course and HSC Board Developed Course

ATAR subject

### Course Description:

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

### Main Topics Covered:

#### **Preliminary Course**

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

#### **HSC Course**

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

### Particular Course Requirements:

In the HSC course students are required to:

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

<b>External Assessment</b>	<b>Weighting</b>
Core Performance: Practical examination	<b>20%</b>
Core Composition: Practical examination	<b>20%</b>
Core Appreciation: Written examination	<b>20%</b>
Major Study	<b>40%</b>
<b>FEES: \$30.00 per year</b>	

## DESIGN AND TECHNOLOGY

2 units for each of Preliminary and HSC Board Developed Course

**Exclusions:** nil

### Course Description:

Students study design processes, design theory and factors in relation to design projects.

In the Preliminary course, students study designing and producing, which includes the completion of a least two design projects.

In the HSC course, students undertake a study of innovation and emerging technologies, which includes a case study of an innovation. They also study designing and producing, which includes the completion of a Major Design Project.

### Main Topics Covered:

#### **Preliminary Course**

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

#### **HSC Course**

Innovation and Emerging Technologies, including a case study of innovation. The study of designing and producing includes a Major Design Project. The project folio includes a project proposal and management, project development and realisation, and project evaluation.

### Particular Course Requirements:

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

### **Assessment: HSC Course only**

External Assessment	Weighting	Internal Assessment	Weighting
<b>Section I:</b> A one and a half hour written exam  Questions based on Innovation & Emerging Technologies, Designing and Producing. These will provide opportunities for students to make reference to the Major Design Project and the Case Study.	<b>40%</b>	Innovation and Emerging Technologies, including a compulsory case study of an innovation.	<b>40%</b>
<b>Section II:</b> Major Design Project proposal Folio Product, system or environment	<b>60%</b>	Designing and Producing (which may include aspects of the Major Design Project)	<b>60%</b>

**FEES: Year 11 - \$50.00**

**Year 12- \$50.00 PLUS Major Work/Project cost . All expenses required for any resources needed for their major work/project will be incurred by the student. Cost with vary depending on Student's major work/project. All materials need to be purchased Mid Term 4 after approval of their project proposal submission. Any enquiries can be directed to Head Teacher Industrial Arts.**

## DRAMA

2 units for each of the Preliminary Course and HSC Board Developed Course ATAR subject

### Course Description:

- This course involves the study of performance and dramatic art as its central concern. It is a practical study where the students experience and develop the confidence to participate in creative dramatic activity. The 2 Unit Drama course is designed both for those who have completed the RoSA Stage 5 Drama course and for those students who are studying Drama for the first time.

### Main Topics Covered:

#### **Preliminary Course**

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

#### **HSC Course**

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

### Particular Course Requirements:

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

<b>External Assessment</b>	<b>Weighting</b>
Group Presentation	<b>30%</b>
Individual Project	<b>30%</b>
A one and a half hour Written Examination comprising two compulsory sections:  Australian Drama and Theatre  Studies in Drama and Theatre	<b>40%</b>

**FEES: \$ 30.00 per year**

## EARTH AND ENVIRONMENTAL SCIENCE

### Course Description:

The Earth and Environmental Science Stage 6 Syllabus explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science.

The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

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

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

### Main Topics Covered:

#### The Preliminary course modules are:

- **Module 1 - Earth's Resources**  
Students explore the significance of the work of geologists in relation to the mining of non-renewable resources. They also explore technologies used to gather and interpret data, including absolute and relative dating of rocks.
- **Module 2 - Plate Tectonics**  
Students learn how the theory of plate tectonics can explain not only the location and causes of earthquakes and volcanoes, but also the location of mountain ranges and deep ocean floor trenches. This theory also helps to explain many aspects of climate, evolution and extinction.
- **Module 3 - Energy Transformations**  
Earth's processes require energy. Student learn that this energy may be transformed from one form into another or transferred between objects. They relate this to; processes between and within the Earth's spheres, plate tectonics and climate phenomena.
- **Module 4 - Human Impacts**  
Students study the efficient use of resources and the rehabilitation of damaged ecosystems.

#### HSC Course

- **Module 5 - Earth's Processes**  
Students learn about past evolution and mass extinction events in relation to the geological timescale. Information about climate and natural cycles of change will be inferred, especially in relation to the plate tectonic supercycle.
- **Module 6 - Hazards**  
Students will explore the use, development and analysis of seismic data in order to examine significant seismic events. Opportunities to form evidence-based opinions on, and develop strategies to manage, the effects of climate variation in the future.
- **Module 7 - Climate Science**  
Students examine the mechanisms and scientific evidence for climate variation. They distinguish between evidence of natural processes and anthropogenic influences. Students are provided with
- **Module 8 - Resource Management**  
Australia is rich in both renewable and non-renewable natural resources. Students examine how the extraction and disposal of waste can greatly impact on the surrounding environment, affecting the quality and availability of renewable resources such as water and living organisms.

### Assessment HSC course only:

External Assessment:	Weighting
3 hours plus 5 minutes reading time.	
Section I – Multiple Choice	20%
Section II	80%

**FEES: nil**



## ECONOMICS

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

The study of Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society.

Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

### Main Topics Covered:

#### Preliminary Course

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

#### HSC Course

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

#### Assessment HSC course only:

External Assessment	Weighting
A 3 hour written examination in which the 4 topics are assessed in four parts:	
Section 1: 20 Multiple Choice	20%
Section 2: 4 Short Answer	40%
Section 3: 1 Stimulus-based Extended Response	20%
Section 4: 1 Extended Response	20%
FEES: nil	

## ENGINEERING STUDIES

2 units of each of Preliminary and HSC Board Developed Course

**Prerequisites:** Advanced Mathematics (5.3) in Stage 5 and studying 2U Mathematics in Year 11.

### Course Description:

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

### Main Topics Covered:

#### **Preliminary Course**

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

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

#### **HSC Course**

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

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

### Particular Course Requirements:

Students develop an engineering report for each module studied.

At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

### **Assessment HSC course only:**

3 hours written examination plus 5 minutes reading time.

External Assessment	Weighting
Section I	<b>20%</b>
Section II There will be approximately seven short-answer questions. Questions will contain parts. There will be approximately 25 items in total. At least two items will be worth from 6 to 8 marks.	<b>80%</b>

**FEES: Preliminary Course \$20.00**

**HSC Course: \$20.00**

## FOOD TECHNOLOGY

2 units of each of Preliminary and HSC Board Developed Course

### Course Description:

Students will develop knowledge and understanding about:

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

Skills will be developed in:

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

### Main Topics Covered:

#### **Preliminary Course**

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

#### **HSC Course**

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

### Particular Course Requirements:

There is no prerequisite study required for this course

### **Assessment HSC course only:**

External Assessment	Weighting	Internal Assessment	Weighting
A three hour written Examination	<b>100%</b>	Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food product, Development and Contemporary Food Issues (Nutrition or Marketplace)	<b>20%</b>
		Research, analysis and communication	<b>30%</b>
		Experimentation and preparation	<b>30%</b>
		Design, implementation and evaluation	<b>20%</b>

**FEES: Preliminary Course \$60.00**

**HSC Course: \$45.00**

## FRENCH BEGINNERS

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** 1. Students who have studied French in Years 9 and 10.

2. Students who are native speakers

3. Students studying French Continuers

### **Course Description:**

- In the Preliminary Course students will begin to develop their knowledge and skills to communicate actively in French in both personal and interpersonal situations. Concurrently they will develop their understanding of language and culture and its interdependence.
- In the HSC course students will refine their skills in listening, speaking, reading and writing as they interpret and respond to a variety of texts within the differing contexts of the topics studied.
- This course provides students with opportunities for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### **Main Topics Covered:**

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

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

### **Prescribed Topics**

Family life, home and neighbourhood  
Education and work  
Holidays, travel and tourism

People, places and communities  
Friends, recreation and pastimes  
Future plans and aspirations

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

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

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

Systematic revision of vocabulary and language structures ensures student progress.

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

## FRENCH BEGINNERS cont.

### Particular Course Requirements:

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

### Assessment HSC course only:

External Assessment	Weighting
Oral Examination: 5 minute conversation	20%
Written Examination:	
Section I      Listening	30%
Section II     Reading	30%
Section III    Writing in French	20%
<b>FEES: \$33.00 per year (Language Perfect subscription, PAID independently to "Language Perfect").</b>	

## FRENCH CONTINUERS

2 units of each of Preliminary Course and HSC Course

**Exclusions:** French Beginners

**Prerequisites:** Stage 5 French or equivalent knowledge is assumed.

### Course Description:

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

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

### Main Topics Covered:

#### **Themes:**

- **The Individual** - This theme enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. This theme also enables students to study topics from the perspective of other individuals.
- **The French-Speaking Communities** – This theme explores topics from the perspective of groups within these communities as a whole and encourages students to reflect on their own and other cultures.
- **The Changing World** – This theme enables students to explore change as it affects aspects of the world of work and other topics, such as youth and social issues, the environment and changing technology.
- These themes will be explored through the integrated use of the four skills; listening, speaking, reading and writing. Students will experience different styles of communication, including songs, films, magazine excerpts, online learning platforms and newspaper and internet articles, as well as their base textbooks.

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

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

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

Systematic revision of vocabulary and language structures ensures student progress.

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

## FRENCH CONTINUERS cont.

### Particular Course Requirements:

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

### **Assessment HSC course only:**

#### **External Assessment**

#### **Weighting**

**Oral Examination:** 10 minute conversation

**20%**

**Written Examination:** 3 hours

Listening and responding

**30%**

Reading

**30%**

Writing in French

**20%**

**FEES: \$33.00 per year (Language Perfect subscription, PAID independently to “Language Perfect”).**

## GEOGRAPHY

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

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

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

### Main Topics Covered:

#### **Preliminary Course**

- |                                |     |
|--------------------------------|-----|
| ▪ Biophysical Interactions     | 45% |
| ▪ Global Challenges            | 45% |
| ▪ The Senior Geography Project | 10% |

#### **HSC Course**

- |                                |       |
|--------------------------------|-------|
| ▪ Ecosystems at Risk           | 33.3% |
| ▪ Urban Places                 | 33.3% |
| ▪ People and Economic Activity | 33.3% |

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

**Key skills incorporated across all topics.**

### **Assessment HSC course only:**

<b>External Assessment</b>	<b>Weighting</b>
A 3 hour written examination in 3 sections:	
Section 1: 20 Multiple Choice	<b>20%</b>
Section 2: 3-5 Varied Format Short Answer	<b>40%</b>
Section 3: Choice of 2 out of 3 Extended Responses	<b>40%</b>

**FEES:** nil



## INDONESIAN BEGINNERS

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** 1. Students who have studied Indonesian in Years 9 and 10.

2. Students who are native speakers (*Bahasa*)

3. Students studying Indonesian Continuers

### **Course Description:**

The aim of this course is to achieve communication in Indonesian the language of our near neighbours. Indonesian is a very accessible language for beginning students due to its phonetic pronunciation and logical grammar system.

- In the Preliminary Course students will begin to develop their knowledge and skills to communicate actively in Indonesian in both personal and interpersonal situations. Concurrently they will develop their understanding of language and culture and its interdependence.
- In the HSC course students will refine their skills in listening, speaking, reading and writing as they interpret and respond to a variety of texts within the differing contexts of the topics studied.
- This course provides students with opportunities for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### **Main Topics Covered:**

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

- The perspective, *The Personal World*, will enable students to use Indonesian to express and share ideas about experiences and activities relating to daily life in their own world.
- The perspective, *The Indonesian-speaking communities*, will enable students to learn about the various Indonesian-Speaking Communities.

### **Prescribed Topics**

Family life, home and neighbourhood  
Education and work  
Holidays, travel and tourism

People, places and communities  
Friends, recreation and pastimes  
Future plans and aspirations

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

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

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

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

## INDONESIAN BEGINNERS cont.

### Particular Course Requirements:

The language to be used is the modern standard version of Indonesian (*Bahasa*).

### **Assessment HSC course only:**

#### **External Assessment**

#### **Weighting**

**Oral Examination:** 5 Minute conversation

**20%**

#### **Written Examination:**

Section I      Listening

**30%**

Section II      Reading

**30%**

Section III      Writing in Indonesian

**20%**

**FEES: \$33.00 per year (Language Perfect subscription, PAID independently to “Language Perfect”).**

## INDONESIAN CONTINUERS

2 units of each of Preliminary Course and HSC Course

**Exclusions:** Indonesian Beginners

**Prerequisites:** Stage 5 Indonesian or equivalent knowledge is assumed.

### **Course Description:**

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

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

### **Main Topics Covered:**

#### **Themes:**

- **The Individual** - This theme enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. This theme also enables students to study topics from the perspective of other individuals.
- **The Indonesian-Speaking Communities** –This theme explores topics from the perspective of groups within these communities as a whole and encourages students to reflect on their own and other cultures.
- **The Changing World** – This theme enables students to explore change as it affects aspects of the world of work and other topics, such as youth and social issues, the environment and changing technology.
- These themes will be explored through the integrated use of the four skills; listening, speaking, reading and writing. Students will experience different styles of communication, including songs, films, magazines, online learning platforms, newspaper and internet articles, as well as their base textbooks.

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

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

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

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

## INDONESIAN CONTINUERS cont.

### Particular Course Requirements:

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

### Assessment HSC course only:

External Assessment	Weighting
<b>Oral Examination:</b> 10 minute conversation	<b>20%</b>
<b>Written Examination:</b> 3 hours	
Listening and responding	<b>30%</b>
Reading	<b>30%</b>
Writing in Indonesian	<b>20%</b>
<b>FEES: \$33.00 per year (Language Perfect subscription, PAID independently to “Language Perfect”).</b>	

## INDUSTRIAL TECHNOLOGY - Timber Products and Furniture Technologies

2 units of each of Preliminary and HSC Board Developed Course

**Exclusions:** Industrial Technology – Metal & Engineering Technologies & Multimedia Technologies & Graphic Technologies

### Course Description:

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

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

### **Main Topic Covered:**

#### **Preliminary Course**

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

#### **HSC Course**

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

### **Assessment HSC course only:**

External Assessment	Weighting
Written Paper	40%
Major Project	60%

**FEES: Preliminary Course \$110.00**

**HSC Course: \$40.00 PLUS Major Work/Project cost . All expenses required for any resources needed for their major work/project will be incurred by the student. Cost will vary depending on Student's major work/project. All materials need to be purchased Mid Term 4 after approval of their project proposal submission. Any enquiries can be directed to Head Teacher Industrial Arts**

## INDUSTRIAL TECHNOLOGY – Metal and Engineering Technologies

2 units of each of Preliminary and HSC Board Developed Course

**Exclusions:** Industrial Technology – Timber products & Furniture Industries & Graphics Technologies & Multimedia Technologies.

### Course Description:

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

This subject is largely 'hands on' and provides the student with valuable pre-requisites and pathways to undertake further study at university or link with institutions delivering industry training. At the basic level it provides an excellent introduction into such areas as metal machining and fabrication, welding and sheet metal construction.

### Main Topic Covered:

#### **Preliminary Course**

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

#### **HSC Course**

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

### **Assessment HSC course only:**

External Assessment	Weighting
Written Paper	40%
Major Project	60%

**FEES: Preliminary Course \$110.00**

**HSC Course: \$40.00 PLUS Major Work/Project cost . All expenses required for any resources needed for their major work/project will be incurred by the student. Cost with vary depending on Student's major work/project. All materials need to be purchased Mid Term 4 after approval of their project proposal submission. Any enquiries can be directed to Head Teacher Industrial Arts**

## INDUSTRIAL TECHNOLOGY – Graphics Technologies

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** Industrial Technology – Metal & Engineering Technologies & Multimedia Technologies & Graphic Technologies

### Course Description:

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

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

### Main Topics Covered:

#### Preliminary Course

- Study of the organisation and management of an individual business within the graphics industry
- Design and development of a number of projects
- Acquiring a range of communication skills:
  - computer based technologies
  - graphical skills
  - written reports
  - folio work
- Students should develop a series of drawings around a product or theme to gain skills in the areas of engineering, product and architectural drawing. They should complete at least one project or theme in each area.
- Use a range of mediums and computer software programs to define and enhance drawings, and recognise and sketch examples of Australian architectural styles and details.

#### HSC Course

Design and development of a major work

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

#### **Assessment HSC course only:**

External Assessment	Weighting
Written paper	40%
Major project	60%

**FEES: Preliminary Course \$50.00**

**HSC Course \$ 50.00 PLUS Major Work/Project cost . All expenses required for any resources needed for their major work/project will be incurred by the student. Cost will vary depending on Student's major work/project. All materials need to be purchased Mid Term 4 after approval of their project proposal submission. Any enquiries can be directed to Head Teacher Industrial Arts**

## INDUSTRIAL TECHNOLOGY – Multimedia Technologies

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** Industrial Technology – Metal & Engineering Technologies & Timber Technologies & Graphic Technologies

### Course Description:

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

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

### Main Topics Covered:

#### Preliminary Course

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

#### HSC Course

Design and development of a major work

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

#### **Assessment HSC course only:**

External Assessment	Weighting
Written paper	40%
Major project	60%

**FEES: Preliminary Course \$50.00**

**HSC Course \$ 50.00 PLUS Major Work/Project cost. All expenses required for any resources needed for their major work/project will be incurred by the student**



## INFORMATION PROCESSES AND TECHNOLOGY

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** This course cannot be studied with Computing Applications but may be studied with any other computing course

### Course Description:

The **HSC Preliminary Course** allows students to create surveys, design instructional videos and develop multimedia based websites. Students learn to develop projects through learning project management tools. Wide use of the latest technology is a key feature of this course. Including the EV3 Robotics Kits, 3D printing and video drone.

The **HSC Course** extends the skills developed in the Preliminary Course. Students focus on learning different systems including:

- Database and Information Systems
- Communication Systems
- Automated Manufacturing Systems
- Multimedia Systems

On successful completion of this course, students will be able to select the most appropriate technology for a given situation and design and implement an information-based system using a creative and methodical approach.

### Main Topics Covered:

Through this course, students will gain a good working knowledge of:

- the key concepts of data, information and systems
- the interactive nature of effective information-based systems
- available and emerging information technologies
- the social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright
- the communication, personal and team skills necessary to ensure that an information systems solution is appropriate for the needs of the users
- related issues such as project management, documentation and user interfaces.

### Particular Course Requirements:

No prerequisites for this course, students need only to have an interest in Information Technology

### Assessment HSC course only:

External Assessment	Weighting	Internal Assessment	Weighting
A three hours written examination containing 3 Sections Section I: 20 Multiple choice on Core Topics Section II: Four structured free response questions on Core Topics Section III: Four questions based on the Option Topics	<b>100%</b>	Assessment based on the HSC course content, including project work, displaying knowledge and understanding outcomes and course content and skills outcomes and content.	<b>100%</b>

**FEES: \$20.00**

## INVESTIGATING SCIENCE

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

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

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

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

### Main Topics Covered:

#### **Preliminary Course**

**The Preliminary course modules are:**

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

#### **HSC Course**

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

**The HSC course modules are:**

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

### Particular Course Requirements:

- Three assessment tasks
- The minimum weighting for an individual task is 20%
- The maximum weighting for an individual task is 40%
- One task may be a formal written examination
- One task must focus on a depth study or an aspect of a depth study with a weighting of 30–40%

**DEPTH STUDIES:**

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

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

**Assessment HSC course only:**

<b>External Assessment</b>	<b>Weighting</b>
A 3 hours written examination plus 5 minutes reading time	
Section I	<b>20%</b>
Section II	<b>80%</b>
<b>FEES: nil</b>	

## LEGAL STUDIES

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

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

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

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

### Main Topics Covered:

#### **Preliminary Course**

- |                                     |            |
|-------------------------------------|------------|
| ▪ <b>The Legal System</b>           | <b>40%</b> |
| ▪ <b>The Individual and the Law</b> | <b>30%</b> |
| ▪ <b>The Law in Practice</b>        | <b>30%</b> |

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

#### **HSC Course**

- |                                    |            |
|------------------------------------|------------|
| ▪ <b>Core Part 1: Crime</b>        | <b>30%</b> |
| ▪ <b>Core Part 2: Human Rights</b> | <b>20%</b> |
| ▪ <b>Core Part 3: Options</b>      | <b>25%</b> |

TWO chosen from; Consumers, Family, Global Environment, Indigenous Peoples, Shelter, Work-place, World Order

Along with the principal focus of each topic, students must demonstrate an understanding of the themes and challenges incorporated within each topic.

### **Assessment HSC course only:**

#### **External Assessment – HSC Examination**

#### **Weighting**

A 3 hour written examination in three sections

SECTION 1: Core – Crime & Human Rights – Multiple Choice	<b>20%</b>
SECTION 2: Core – Crime & Human Rights	<b>30%</b>
PART A: Human Rights – Short Answer Questions	
PART B: Crime Extended Response	
SECTION 3: Options – 2 Extended Response Questions	<b>50%</b>

**FEES: nil**

## YEAR 11 MATHEMATICS STANDARD

## YEAR 12 MATHEMATICS STANDARD 2

2 units Board Developed Course

**PREREQUISITES:** For students who intend to study the Mathematics Standard courses, it is recommended that they study at least some of the **Stage 5.2 content of the Mathematics Years 7–10 Syllabus, particularly the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.**

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

### **Course Description:**

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

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher Mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Upon satisfactory completion of the Year 11 Mathematics Standard 2 Course, Year 12 students may elect to undertake one of two different pathways.

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

### **Main Topics Covered:**

#### **Year 11 Mathematics Standard 2 Course**

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

#### **Year 12 Mathematics Standard 2**

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

External Assessment	Internal Assessment
<p>Year 12 Mathematics Standard 2 students will sit for an HSC Examination. The examination mark may be used by UAC to contribute to the students' ATAR</p> <p>The HSC examination will be a 2.5 hours written paper worth 100 marks. There will be 15 multiple choice questions.</p> <p>A NESAs developed reference sheet will be provided.</p> <p>NESA approved calculators, a pair of compasses and a protractor may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities</p> <p>One school based assessment task will be an assignment or investigation-style and one task will be a formal written examination in each year.</p>
<p><b>FEES: nil</b></p>	

## MATHEMATICS ADVANCED

2 units Year 11 (Board Developed Course)

2 units Year 12 (Board Developed Course)

**PREREQUISITES:** Students will be *invited* into this course based on their performance in Year 10 assessments. Students will be required to demonstrate competence in topics, such as *Algebra, Functions, Linear and Non-linear Relationships* and *Trigonometry*.

For students who intend to study the Mathematics Advanced course, it is recommended that they study the topics of *Curve Sketching and Polynomials, Functions and other graphs, and Logarithms* (identified by # online) as well as all topics from Stage 5.3 (identified by § online) of *Mathematics Years 7–10 Syllabus*.

**EXCLUSIONS:** Students completing Mathematics 5.1 or 5.2 course outcomes only in Stage 5 and students who opt for Mathematics Standard in Stage 6

**Course Description:** This is an Algebra and Calculus based Course.

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

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

### Main Topics Covered:

#### Year 11 Course

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

#### Year 12 Course

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

## MATHEMATICS ADVANCED cont.

### External Assessment

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

Examination specifications for Mathematics Advanced is yet to be released by NESAs.

### Internal Assessment

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

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

**FEES:** nil



## MATHEMATICS EXTENSION 1

1 units Year 11 (Board Developed Course)

1 units Year 12 (Board Developed Course)

**This course is studied in addition to the Mathematics Advanced Course.**

**PREREQUISITES:** Students will be *invited* into this course upon achieving an average of at least 75% in Mathematics 5.3 course in Stage 5. To study the Mathematics Extension 1 course, it is recommended that students study the Stage 5.3 optional topics such as *Curve Sketching and Polynomials, Functions and Logarithms*, and *Trigonometry* of Mathematics Years 7–10 Syllabus.

**For students to continue their study in Year 12 Mathematics Extension 1 course, they must have satisfactorily completed all Year 11 Mathematics Extension 1 assessments.**

**Exclusions:** Students completing Mathematics 5.1 or 5.2 course outcomes only in Stage 5 and students who opt for Mathematics Standard in Stage 6.

**Course Description: This is a high level Algebra and Calculus based course.**

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

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

**Main Topics Covered:**

### Year 11 Course

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

### Year 12 Course

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

## MATHEMATICS EXTENSION 1 cont.

### External Assessment

The Mathematics Extension 1 external examination will focus on the course objectives and the Year 12 outcomes. The Year 11 course is assumed knowledge and may be assessed.

Examination specifications for Mathematics Extension 1 is yet to be released by NESA

### Internal Assessment

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

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

**FEES:** nil

## MATHEMATICS EXTENSION 2 (Year 12 course only)

1 unit additional to the Mathematics Extension 1 Course to be studied in Year 12 only

A Board Developed Course.

**To be studied at the completion of the Year 11 Mathematics Extension 1 Course.**

**Prerequisites:** Students will be *invited* into this course upon achieving an average of 75% in Year 11 Mathematics Extension 1 course

**Exclusions:** Students completing Mathematics 5.1 or 5.2 course outcomes only in Stage 5 and students who do not complete Year 11 Mathematics Extension 1 satisfactorily.

### **Course Description:**

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

### **Main Topics Covered:**

- Proof
  - The nature of Proof
  - Further proof by Mathematical Induction
- Vectors
  - Further work with Vectors
- Complex Numbers
  - Introduction to complex numbers
  - Using complex numbers
- Calculus
  - Further Integration
- Mechanics
  - Application of Calculus to Mechanics

External Assessment	Internal Assessment
<p>The Mathematics Extension 2 external examination will focus on the course objectives and the Year 12 outcomes.</p> <p>Examination specifications for Mathematics Extension 2 is yet to be released by NESA</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities</p> <p>One school based assessment task will be an assignment or investigation-style and one task will be a formal written examination.</p>
<p><b>FEES:</b> \$18 elearning subscription</p>	

## MODERN HISTORY

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

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

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

### Main Topics Covered:

#### Preliminary Course

**Part I : Investigating Modern History** **50%**

- The Nature of Modern History
- Case Studies (The Decline and Fall of the Roman Dynasty and Cuban Revolution)

**Part II: Historical Investigation** **17%**

**Part III: The Shaping of the Modern World** **33%**

#### HSC Course

**Part I: Core Study** **25%**

Power and Authority of the Modern World 1919-1946

**Part II: National Studies** **25%**

Russia and the Soviet Union 1917-1941

**Part III: Peace and Conflict** **25%**

Conflict in Europe 1935-1945

**Part IV: International Study in Peace and Conflict** **25%**

Change in the Modern World - Apartheid in South Africa 1960-1994

### Assessment HSC course only:

#### **A 3 Hour Written Examination in 4 Sections.**

Section 1: Core- Power and Authority	<b>25%</b>
Section 2: National Studies- Extended Response	<b>25%</b>
Section 3: Peace and Conflict – Extended Response	<b>25%</b>
Section 4: Change in the Modern World – Short Answer and Extended Response	<b>25%</b>

## MUSIC 1

2 units for each of the Preliminary and HSC Board Developed Course

### Course Description:

The Music 1 syllabus has been designed to allow students to gain worthwhile experiences in the music skills areas of PERFORMANCE, COMPOSITION, AURAL and MUSICOLOGY. It provides flexibility and opportunity to spend significant time fully developing their preferred area of skill and interest within the framework of the topics studied.

Students selecting this course need not have undertaken Music in Years 9 and 10 but they should be able to demonstrate, through audition, ability in at least one area of performance either vocal or instrumental.

### Main Topics Covered:

#### **Preliminary and HSC Courses**

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

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

#### **Internal assessment HSC course only**

**Core** Performance 10%, Composition 10%, Musicology 10%, Aural 25%

#### **Electives**

Three electives each worth 15 marks – 45%

**Any combination** of Performance and/or Composition and/or Musicology. One example is:

Performance: (performance and performance related activities)

Composition: (composition portfolio)

Musicology: (viva voce and musicology portfolio)

External Assessment	Weighting
<b>Core</b> Performance (one piece)	<b>10%</b>
<b>Electives:</b> Three Electives each worth 20 marks  Any combination of Performance and/or Composition and/or Musicology e.g. Performance (one piece), Composition (one submitted work, Musicology ( <i>one</i> viva voce).	<b>60%</b>
<b>Aural Skills</b> (consisting of written answers to musical stimuli)	<b>30%</b>

**FEES: \$90.00**

## PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

2 units for each of Preliminary and HSC Board Developed Course

### Course Description:

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

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

### Main Topics Covered:

#### **Preliminary Course**

#### **Core Topics (60%)**

- Better Health for Individuals
- The Body in Motion

#### **HSC Course**

#### **Core Topics (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

### **Optional Components (40%)**

Students to select two options each from:

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

### **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 Preliminary and HSC Courses.

### **Assessment HSC Course only:**

External Assessment	Weighting	Internal Assessment	Weighting
3 hour written paper		Core	<b>60%</b>
		Options	<b>40%</b>

**FEES: nil**

# PHYSICS

2 units of each of Preliminary Course and HSC Board Developed Course

## Course Description:

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

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

## Main Topics Covered:

### **Preliminary Course**

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

### **HSC Course**

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

The HSC Course modules are:

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

### **Depth Studies:**

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

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



**Particular Course Requirements:**

Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of both the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time per year including time allocated to practical investigations in depth studies.

Practical investigations include:

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

Secondary-sourced investigations include:

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

**Assessment HSC course only:****External Assessment: 3 Hour written examination****Weighting**

Section I- Objective-response questions

**20%**

Section II -There will be 20 to 25 items.

**80%**

At least two items will be worth 7 to 9 marks.

**FEES: nil**

## SOCIETY AND CULTURE

2 units for both the Preliminary Course and HSC Board Developed Course

### **Course Description:**

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

### **Main Topics Covered:**

#### **Preliminary Course**

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

#### **HSC Course**

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

**FEES:** nil

#### **Assessment HSC course only:**

<b>External Assessment : 2 Hours written examination</b>	<b>Weighting</b>
Section I – Core – Social and Cultural Continuity and Change • There will be objective response questions to the value of 8 marks. • There will be short-answer questions to the value of 12 marks.	20 marks
Section II – Depth Studies • For each of the four (4) Depth Studies there will be 1 question in two unrelated parts worth a total of 20 marks: the first part will be worth 5 marks the second part will be worth 15 marks • Students will be required to answer a question from two (2) Depth Studies	40 marks

## SOFTWARE DESIGN AND DEVELOPMENT

2 units of each of Preliminary Course and HSC Board Developed Course

**Exclusions:** This course cannot be studied with Computing Applications but may be studied with any other computing course

**Course Description:**

- The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.
- The HSC course builds on the Preliminary course and asks students to develop and document software using a variety of data structures and language facilities. Through this they will learn to solve a number of interesting and relevant software problems.

**Course Focus:** App coding using C Sharp, with exposure to Unity 3D Software.

**Main Topics Covered:**

**Preliminary Course**

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

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

**Introduction of Software Development**

- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions

**Developing Software Solutions**

**HSC 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 design of software solutions
- Implementation of software solutions
- Testing and evaluation of software solutions
- Maintenance of software solutions

**Developing a Solution Package Option**

- Evolution of programming language or
- The software developers view of hardware

The study of Software Design and Development provides students with opportunities for continued learning and for the development of skills towards employment in a challenging and rewarding industry that is currently short of talented programmers.

Focus will be placed on the analysis and development of software pertaining to the burgeoning digital entertainment industry.

**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 specifications and methods of algorithm description prescribed.

**Prerequisite:** Only students studying Advanced Mathematics are able to select Software Development and Design as a course for senior study. Students who can show a proven background in programming languages can apply for an exemption. An interview with the Head Teacher Computing Studies will be required.

**Assessment HSC course only:**

External Assessment	Weighting	Internal Assessment	Weighting
Written Examination	100%	Knowledge and understanding of course content	<b>50%</b>
		Knowledge and skills in the design and development of software solutions	<b>50%</b>

**FEES: \$20.00**

## STUDIES OF RELIGION II

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

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

### Main Topics Covered:

#### **Preliminary Course**

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

#### **HSC Course**

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

### **Assessment HSC course only:**

<b>External Assessment</b>	<b>Weighting</b>
Time allowed: 3 hours plus 5 minutes reading time.	
<b>Section I</b> – Objective response and short answer questions	<b>30%</b>
<b>Section II</b> – Five questions, each with three short-answer parts, students to answer two questions on religious traditions they have studied	<b>30%</b>
<b>Section III</b> – Extended response	<b>20%</b>
<b>Section IV</b> – Extended response	<b>20%</b>
<b>FEES: nil</b>	

## TEXTILES AND DESIGN

2 units of each of Preliminary Course and HSC Board Developed Course

### Course Description:

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

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

### Main Topics Covered:

#### **Preliminary Course:**

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

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

#### **HSC Course:**

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

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

### **Assessment HSC course only:**

External Assessment	Weighting	Internal Assessment	Weighting
A written examination of 1½ hours	<b>50%</b>	Australian Textile, Clothing, Footwear and Allied Industries	<b>10%</b>
Major Textiles Project	<b>50%</b>	Properties and Performance of Textiles	<b>20%</b>
- Supporting documentation		Design	<b>20%</b>
- Textile item/s		Major Textile Project	<b>50%</b>

There is no prerequisite study for this course.

**FEES: Preliminary Course - \$40.00**

**HSC Course \$40.00 PLUS *Students will be required to provide their own fabric, patterns and notions for their individual textile project.***

## VISUAL ARTS

2 units for each Preliminary Course and HSC Board Developed Course

ATAR subject

### Course Description:

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

### Main Topics Covered:

#### **Preliminary Course**

- The preliminary course is a broad investigation of media areas such as painting, photography, sculpture and digital media.
- Students critically investigate artworks, critics, historians and artists from Australia as well as other cultures and traditions.

#### **HSC Course**

- In the HSC course students produce a Body of Work based on their own ideas informed by the experiences of their own artmaking and knowledge of the art world. This is externally examined during the HSC Examination period and is worth 50% of the course mark.
- Students are required to investigate FIVE (5) Case Studies. A written examination tests the understanding and knowledge of this component. This is externally examined during the HSC Examination period and is worth 50% of the course mark.

### Particular Course Requirements:

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

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

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

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

### **Assessment HSC course only:**

<b>External Assessment</b>	<b>Weighting</b>
A written examination paper (1 1/2 Hours)	<b>50%</b>
A practical examination consisting of a Body of Work	<b>50%</b>

**FEES: Year 11 \$100**

**Year 12: \$40.00 PLUS Body of Work cost. All expenses required for any resources needed for their Body of Work will be incurred by the student**

# **VET**

# **Courses**

## **Category B**

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

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

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

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

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

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

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

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

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

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

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

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

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





Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>	Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)
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The **SIT 20316 Certificate II in Hospitality** is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the **SIT Tourism, Travel and Hospitality** Training Package (Release 2) (<http://training.gov.au>). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

SIT 20316 Certificate II in Hospitality	Units of Competency
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<p><b>6 Core</b></p> <p>SITXWHS001 Participate in safe work practices</p> <p>BSBWOR203 Work effectively with others</p> <p>SITHIND002 Source and use information on the hospitality industry</p> <p>SITXCCS003 Interact with customers</p> <p>SITHIND003 Use hospitality skills effectively</p> <p>SITXCOM002 Show social and cultural sensitivity</p> <p><b>6 Electives</b></p> <p>SITXFSA001 Use hygienic practices for food safety; Group A</p>	<p>SITHFAB005 Prepare and serve espresso coffee; Group B</p> <p>SITHFAB007 Serve food and beverage; Group B</p> <p>SITXFSA002 Participate in safe food handling practices; Group B</p> <p>SITHFAB004 Prepare and serve non-alcoholic beverages; Group B</p> <p>SITHCCC003 Prepare and present sandwiches; Group B</p> <p><b>Additional units required to attain an HSC credential in this course</b></p> <p>SITHCCC001 Use food preparation equipment</p> <p>SITXCOM001 Source and present information Group B</p> <p>BSBSUS201 Participate in environmentally sustainable work practices Group B</p>
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Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.

**Pathways to Industry**  
Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Supporting and working with colleagues to meet goals and provide a high level of customer service</li> </ul> | <ul style="list-style-type: none"> <li>Prepare for front of house service, manage resources, preparing and serving a range of food and beverages</li> </ul> |
|---|---|

**Examples of occupations in the Hospitality Industry**

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

**Mandatory course requirements to attain a HSC credential in this course**  
Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.

**Admission Requirements**  
To enrol in **SIT 20316 Certificate II in Hospitality**, students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

**Competency-Based Assessment**  
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.

**Complaints and Appeals** Students may lodge an appeal about assessment or any other decisions through the VET teacher.

**Optional HSC examination for ATAR purposes**  
The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.

**Course consumables: \$120.00 Year 11 and \$90.00 Year 12**

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

**A school-based traineeship** is available in this course. For more information contact the school's Careers Adviser.

**Exclusions:** VET course exclusions can be confirmed with the school.

## Information and Digital Technology Course Descriptor 2020

Public Schools NSW, Macquarie Park RTO 90222  
**QUALIFICATION: ICT30115 Statement of Attainment towards  
 Certificate III in Information, Digital Media and Technology**

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

Course: <b>Information and Digital Technology</b> (240 indicative hours) Board Developed Course Number: <b>27301</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>ICT30115 Statement of Attainment towards Certificate III in Information, Digital Media and Technology</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the ICT Information and Communications Technology (Release 2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>ICT30115 Statement of Attainment towards Certificate III in Information, Digital Media and Technology</b>		<b>Units of Competency</b>	
<b>5 Core</b> BSBWHS304 Participate effectively in WHS communication and consultation processes BSBSUS401 Implement and monitor environmentally sustainable work practices ICTICT202 Work and communicate effectively in an ICT environment ICTICT302 Install and optimise operating system software ICTSAS301 Run standard diagnostic tests <b><i>N. B. Additional competencies (1 core and 5 electives) are required to achieve the full qualification. Refer to Specialisation Course Descriptor.</i></b>		<b>Stream</b> ICTICT203 Operate application software packages Group A ICTICT308 Use advanced features of computer applications Group A ICTWEB302 Build simple websites using commercial Programs Group D <b>Elective</b> ICTWEB201 Use social media tools for collaboration and Engagement Group D ICTWEB303 Produce digital images for the web Group D ICTWEB301 Create a simple mark-up language document Group D	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the information technology industry involves:			
<ul style="list-style-type: none"> <li>▪ Designing webpages</li> <li>▪ Supporting computer users</li> </ul>		<ul style="list-style-type: none"> <li>▪ Networking computers</li> <li>▪ Communicating with clients, diagnosing 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> </ul>		<ul style="list-style-type: none"> <li>▪ Multi-media developer</li> <li>▪ Online service support officer</li> <li>▪ Technical support officer</li> <li>▪ Web designer</li> </ul>	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>ICT30115 Statement of Attainment towards Certificate III in Information, Digital Media and Technology</b> , students who are interested in web designing and able to communicate with clients would be suited to this course. Prior to enrolment, students will be advised individually of their suitability. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
<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 that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor.			
<b>Complaints and Appeals:</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes:</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			

**Course consumables:** nil

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

**Refunds:** Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

**A school-based traineeship** is available in this course. For more information, contact the school's Careers Adviser.

**Exclusions:** VET course exclusions can be confirmed with the school.

# Board Developed Courses

*Category B*

## ENGLISH STUDIES

### Course Entry Guidelines

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

Due to changes in the English Studies course, students considering choosing this course should be advised that: English Studies is a Stage 6 Board Developed Course (Category B).

HSC, students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses.

Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA

To be eligible for an ATAR, students studying the English Studies course must complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

**English Studies** is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

- Students studying English Studies may elect to undertake an optional HSC examination. The examination mark will be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).
- Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

**This course will be offered to selected students in Year 12.**

### 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.

**Particular Course Requirements:** In each of the **Preliminary** and **HSC** courses students are required to:

- study and compose a range of types of texts drawn from prose fiction, poetry, drama, film, nonfiction, media and digital texts
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project;
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions;
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

Students must also study ONE text from the prescribed list and ONE related text for the Common Module: Texts and Human Experiences.

The mandatory module for the Preliminary is Achievement through English.

EXTERNAL ASSESSMENT	Weighting	Internal Assessment	Weighting

**FEES:** nil

# YEAR 11 MATHEMATICS STANDARD YEAR 12 MATHEMATICS STANDARD 1

2 units Board Developed Course

**PREREQUISITES:** For students who intend to study the Mathematics Standard courses, it is recommended that they study at least some of the **Stage 5.2 content of the Mathematics Years 7–10 Syllabus, particularly the following topics: Financial Mathematics, Linear Relationships, Non-Linear Relationships, Right-Angled Triangles (Trigonometry), Single Variable Data Analysis and Probability.**

**EXCLUSIONS:** Students may not study any other Stage 6 Year 11 Mathematics course in conjunction with the Standard Mathematics 1 course, or any other Stage 6 Year 12 Mathematics course.

**This course will be offered to selected students in Year 12.**

## Course Description

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

Upon satisfactory completion of the Year 11 Mathematics Standard 2 Course, Year 12 students may elect to undertake one of two different pathways.

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

## Main Topics Covered:

### Year 11 Mathematics Standard course

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

### Year 12 Mathematics Standard 1 course

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

(Only outcomes denoted by this symbol ◊  
in the syllabus are covered in this course)

**YEAR 11 MATHEMATICS STANDARD cont.  
YEAR 12 MATHEMATICS STANDARD 1**

<b>External Assessment</b>	<b>Internal Assessment</b>
<p>The Year 12 Mathematics Standard 1 course has an optional HSC Examination component. The examination mark may be used by UAC to contribute to the students' ATAR</p> <p>The HSC examination will be a 2 hours written paper worth 80 marks. There will be 10 multiple choice questions.</p> <p>A NESAs developed reference sheet will be provided.</p> <p>NESA approved calculators, a pair of compasses and a protractor may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (50%) is primarily concerned with the student's understanding, fluency and communication skills developed in each content area listed in the syllabus. Component B (50%) is primarily concerned with the student's problem solving, reasoning, and justification abilities</p> <p>One school based assessment task will be an assignment or investigation-style and one task will be a formal written examination in each year.</p>
<b>FEES: nil</b>	



# **Content Endorsed Courses**

## EXPLORING EARLY CHILDHOOD

Content Endorsed Course - 2 Unit

### Course Description:

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

The study of this course will enable students:

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

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

### Main Topics Covered:

#### **Preliminary Course:**

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

#### **HSC Course:**

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

**This is a Content Endorsed Course and does not count towards the ATAR.**

### **Assessment HSC course only:**

External Assessment	Weighting	Internal Assessment	Weighting
Students are not assessed externally in this subject	-	Knowledge and understanding	<b>50%</b>
		Skills	<b>50%</b>

**FEES: Preliminary Course \$10.00**

**HSC Course \$10.00**

## PHOTOGRAPHY AND DIGITAL MEDIA

2 units for each of the Preliminary Course and HSC Content Endorsed Course

Non-ATAR subject

### Course Description:

- Photography is a practical based course and as a medium is an integral part of our lives. Many students undertake this course to pursue a career in the media or design industry whilst others elect this to support their Visual Arts Course.
- In Photography students will explore a wide range of techniques and processes from non-camera darkroom works to digitally manipulated images and video works.

### Main Topics Covered:

#### Preliminary & HSC Course

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

### Particular Course Requirements:

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

- **Develop Photographic Practices through a series of guided modules in wet photography, video and digital imaging.**
- **Investigate Photographic Practice through selected case studies.**
- **Extend their photographic understanding in an Individual or Collaborative Project.**

**\*Students must have their own device with Adobe Photoshop CC downloaded.**

### Assessment HSC course only:

Internal Assessment	Weighting
Critical and historical study	30%
The submission of practical work	70%
<b>FEES: Year 11 \$125.00 (including a photography portfolio)</b>	<b>Year 12 \$80.00</b>

## SPORT, LIFESTYLE AND RECREATION STUDIES (SLR)

Content Endorsed Course 2 Unit

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

### **Course Description:**

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

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

The course aims to:

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

### **TOPICS TAUGHT:**

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

### **FEES: TBA**

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

Due to the high frequency of practical lessons, it is an expectation that students purchase the DLR uniform. The cost of the uniform is \$60.00 for shirt and shorts and \$20 hat (optional)

## VISUAL DESIGN

2 units for each of the Preliminary Course and HSC Content Endorsed Course

Non-ATAR subject

### Course Description:

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

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

Designed images and objects:

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

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

The course enables students to:

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

### **Assessment HSC course only:**

<b>Internal Assessment</b>	<b>Weighting</b>
Critical and historical study	<b>30%</b>
The submission of practical work	<b>70%</b>

**FEES:** \$90.00 (includes a design portfolio)







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