

# **NAGLE COLLEGE**



**Year 11**

**2020**

**SUBJECT HANDBOOK**



*Dear Year 10 Students*

*Over the next few months you will be making decisions about your directions for 2020. School enrolment is compulsory until students turn 17 years of age. There are some exceptions to this when students are employed or engaged in further study at a recognised place of learning. For those of you who are continuing your secondary education with us, this handbook outlines the courses that we have the capacity to offer and the rules and regulations for the award of the RoSA and the Higher School Certificate.*

*As you read through this handbook, please consider the following:*

- You need to consider your interests and talents when choosing courses. You will be required to work hard in preparation for the Higher School Certificate and being in courses that you enjoy and have talent in will support you.*
- There is no magic solution to course selection: the best predictor of a strong ATAR is your application in a consistent way across all of your courses. It is not about the perceived scaling of courses either up or down.*
- Do some research: some of you may already know the area that you would like to go into. Are there any prerequisites for further study? For example, if you want to be a primary school teacher, you will need Mathematics for the Higher School Certificate.*
- Talk to girls who are studying courses in which you have an interest.*
- Limit the number of major works or projects that you have to complete. Choosing a number of courses that have major works or projects may not be in your best interest. Generally, students are advised to undertake no more than two of these types of courses.*
- Be in the right level: please be advised by your teachers when considering the levels of Mathematics and English you wish to pursue.*
- Remember that whilst a course may be offered, it may not run because not enough students have chosen it. In this event, we will look at offering the course online or in conjunction with other schools near us.*

*You will have many opportunities to discuss your choices and you will have additional sources of information available to you: your teachers, the KLA Co-ordinators, the presentations on the Information Evening and our senior students. I encourage you to access all of them.*

*We look forward to working with you over the next few months as you choose your programme of study for 2020.*

*Delma Horan  
Principal*

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## **RECORD OF SCHOOL ACHIEVEMENT (RoSA)**

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The Record of School Achievement (RoSA) provides students with a record of their achievements up until they they leave school. It records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results and, where applicable, participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

## **THE HIGHER SCHOOL CERTIFICATE IN 2020 - 2021**

The Higher School Certificate (HSC) is the highest level of attainment you can reach at school, recognising thirteen years of schooling. The range of courses provides students with the opportunity to think carefully about their abilities, goals and interests when determining a programme of study. The HSC options available are almost endless and all students can gain experience, knowledge and skills which can be of benefit in later life, study and work.

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 courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.

The HSC will fairly assess each student's knowledge and skills. If students meet the minimum standard expected in a course, they will receive a mark of 50. If they have a higher standard of performance, they will receive a higher mark.

For each course students will receive easy-to-understand reports which provide clear indications of what they have demonstrated they know, understand and can do in each course.

The NSW NSW Education Standards Authority allows students to study for the HSC over a period of five years. Senior students wishing to explore this option further should consult the Leader of Teaching and Learning.

## WHAT TYPES OF COURSES CAN I SELECT?

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

### 1. Board Developed Courses

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

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

These courses are **examined externally** at the end of the HSC course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

### 2. Board Endorsed Courses

There are two main types of Board Endorsed Courses – Content Endorsed Courses and School Designed Courses. These courses have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.

There is no external examination for any Board Endorsed Course, but they all count towards the Higher School Certificate and appear on your Record of Achievement. Board Endorsed Courses **do not** count in the calculation of the ATAR.

### 3. Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations.

Students are able to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.

All VET Curriculum Framework courses are dual-accredited courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate Level II, Certificate III or a Statement of Attainment. At the end of their HSC students receive documentation showing the competencies gained during the course.

## WHAT ARE UNITS?

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

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

### 2 UNIT COURSE

- 2 unit courses require 120 hours of class time each year.
- This is the basic structure for all courses. They have a value 100 marks.

### EXTENSION COURSE

- Extension study is available in a number of subjects.
- Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit, requiring students to work beyond the standard of the 2 unit course. Extension courses are available in: English, Mathematics, History and some languages.
- 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**.

### 1 UNIT COURSE

- 1 unit courses require 60 hours of class time each year.
- They have a value of 50 marks.
- There are some 1 unit Board Endorsed Courses. These courses **do not** count in the ATAR.

## REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- you must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of **12 units in the Preliminary course** and a minimum of **10 units in the HSC course**. Both the Preliminary course and the HSC course must include the following:
  - at least six units of Board Developed Courses, including at least two units of a Board Developed Course in English;
  - at least three courses of 2 unit value or greater; and
  - at least four subjects.

If you wish to receive the Australian Tertiary Admission Rank (ATAR), you must study a minimum of 10 Board Developed units in the HSC Course. The booklets, *Steps to Uni for Year 10 Students* and *The ATAR and Applying for Uni* contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.

If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.



## **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)**

In NSW the calculation of the ATAR is the responsibility of the Technical Committee on Scaling on behalf of the NSW Vice-Chancellors' Committee.

To be eligible for an ATAR in NSW, a student must complete at least ten units of ATAR courses. These ATAR courses must include at least:

- 8 units from Category A courses;
- 2 units of English;
- three Board Developed courses of 2 unit or greater; and
- four subjects.

The 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 your remaining units, which can include no more than two units of Category B courses.

## **Make the HSC work for you**

A significant part of growing up is the expectation that we will get to make more and more decisions for ourselves. It's a wonderful feeling but we must remember that we also become responsible for the consequences of these decisions.

Years 11 and 12 demand your time, energy and commitment. No one but you will be sitting in class, taking notes, studying, doing homework and assessment tasks and sitting the HSC examination.

Make the HSC work for you by choosing subjects:

- that interest you;
- in which you have experienced success;
- that you enjoy; and
- that will prepare you for your future.

Above all, it is important to be well-informed when you need to make important decisions. Make sure that you:

- talk to your current teachers;
  - ask questions of Years 11 and 12 girls who are taking courses in which you are interested;
  - make appointments with Mrs Etherington to investigate prerequisites for post-school courses;
- and
- discuss your options with your parents so that they know why you are making the decisions that you are making.

Remember that variations to patterns of study will require the completion of the appropriate form, which must be signed by both the student and a parent, and the approval of the Leader of Teaching and Learning.

# **BOARD DEVELOPED COURSES**

# AGRICULTURE

**2 units**

**Exclusions:** Nil

## Course Description

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximise productivity and environmental sustainability. The Farm Product Study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.

## Main Topics Covered

### Preliminary Course

- Overview (15%)
- The Farm Case Study (25%)
- Plant Production (30%)
- Animal Production (30%)

### HSC Course

#### Core (80%)

- Plant/Animal Production (50%)
- Farm Product Study (30%)

#### Elective (20%)

- Agri-food, Fibre and Fuel Technologies OR
- Climate Challenge OR
- Farming for the 21<sup>st</sup> century

## Particular Course Requirements:

Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time.

**Assessment: HSC course only**

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and understanding of course content	40%	A three hour written examination	<b>100%</b>
Knowledge, understanding and skills required to manage agricultural production systems	40%		
Skills in effective research, experimentation and communication	20%		
	<b>100%</b>		<b>100%</b>

# ANCIENT HISTORY

**2 units****Exclusions:** Nil**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.

The course provides a background for students' more specialised HSC studies.

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**

- **Part I** Investigating the Nature of the Ancient Past: may include but not limited to the following; Preservation, Conservation and/or Reconstruction of the Ancient Past  
Cultural Heritage and the Role of Museums  
Case Studies- Thera (Santorini) and Persepolis (Persia)
- **Part II** Features of Ancient Societies- may include but not limited to the following; Funerary and burial practices of Old Kingdom Egypt and Celtic Europe
- **Part III** Historical Investigation – personality or event from the ancient past - the investigation is designed to further develop relevant investigative, research and presentation skills. It is completed as a project.

**HSC Course**

- **Part I:** Core: Cities of Vesuvius – Pompeii and Herculaneum – 25% of course time
- **Part II:** One Ancient Society – 25% of course time - Sparta
- **Part III:** Personalities in Their Times – 25% of course time - Akhenaten (Egypt)
- **Part IV:** Historical Periods – 25% of course time - the Greek World (500-440BC)

**Assessment: HSC course only**

Internal Assessment	Weighting	External Assessment	Weighting
The four parts of the course are assessed through a range of tasks including: <ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Historical skills in the analysis and evaluation of sources and interpretations</li> <li>• Historical inquiry and research</li> <li>• Communication of historical understanding in appropriate forms</li> </ul>	40%  20%  20%  20%	A 3 hour written examination in four parts	<b>100%</b>
	<b>100%</b>		<b>100%</b>

## BIOLOGY

**2 units**

**Exclusions:** Nil

### Course Description

The Preliminary course incorporates the study of cells and how they coordinate to form multicellular organisms. Mechanisms for structure and function of cells to facilitate movement of nutrients and wastes. The mechanisms and systems living things use to obtain, transport and use material for their own growth and repair. The biodiversity of life on Earth and how evolution and human impacts drive biological change in species. The study of fossils, geological time and ecosystems of the past can be used to model ecosystem of the future.

The HSC course builds upon the Preliminary course, with a particular focus on human beings. Life continues through processes of reproduction and heredity. Evolution and genetic diversity is impacted by cellular processes. Technology can also be used to manipulate genetic change. Infectious diseases are examined in the contexts of treatment, prevention and control and the effects on overall health and productivity. Non-infectious diseases and disorders also have effects on human health. Their causes and effects are studied and technologies to treat and monitor these diseases in populations. Practical applications of STEM and the multidisciplinary nature of science are covered in the different Stage 6 Biology modules.

### Modules covered

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills.

### Particular course requirements:

#### 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.

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12, out of the 120 indicative hours for each year.

At least one depth study must be included in both Year 11 and Year 12.

A minimum of 35 hours of course time is allocated to practical investigations in each year.

There is a compulsory field trip as part of the Year 11 course.

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Skills in working scientifically	60%	Written Examination	100%
Knowledge and understanding of course content	40%		
	<b>100%</b>		<b>100%</b>

## BUSINESS STUDIES

**2 units**

**Exclusions:** Nil

### Course Description

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

### Main topics covered

#### Preliminary HSC course

1. Nature of Business
2. Business Management
3. Business Planning

#### HSC Course

1. Operations
2. Marketing
3. Finance
4. Human Resources

### Particular course requirements

*The suggested internal assessment components and tasks for the Preliminary and HSC course are set out below.*

Component	Tasks
Test Type	Class tests and exams
Oral	Oral presentation
Business Research Task	Either a business investigation for a small business or a small business plan
Stimulus-based skills	Analysis of stimulus material, case study analysis, group tasks
Case studies	Research, analysis and reporting of aspects of case studies /fieldwork tasks

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
* Knowledge & understanding of course content	40%	A three hour written paper	100%
* Stimulus-based skills	20%		
* Inquiry and research	20%		
* Communication of business information, ideas and issues in appropriate forms	20%		
	<b>100%</b>		<b>100%</b>

# CHEMISTRY

**2 units****Exclusions:** Nil**Course Description**

Chemistry 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.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

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 increases students understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. 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.

**Modules covered**

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills.

**Particular course requirements:****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.

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12, out of the 120 indicative hours for each year. At least one depth study must be included in both Year 11 and Year 12.

A minimum of 35 hours of course time is allocated to practical investigations in each year.

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
Skills in working scientifically	60%	Written Examination	100%
Knowledge and understanding of course content	40%		
	<b>100%</b>		<b>100%</b>



## COMMUNITY AND FAMILY STUDIES

**2 units**

**Exclusions:** Nil

### Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

### Main topics covered

#### Preliminary Course

1. **Resource Management** (approximately 20% of course time)
2. **Individuals and Groups** (approximately 40% of course time)
3. **Families and Communities** (approximately 20% of course time)

#### HSC Course

1. **Research Methodology** (approximately 25% of course time)
2. **Groups in Context** (approximately 20% of course time)
3. **Parenting and Caring** (approximately 20% of course time)
4. **HSC Option Modules** (approximately 20% of course time)  
 Family and Societal Interactions OR  
 Social Impact of Technology OR  
 Individuals and Work

### Particular course requirements

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

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and understanding course content	40%	A THREE hour written examination	100%
Skills in critical thinking, research methodology, analysing and communicating	60%		
	<b>100%</b>		<b>100%</b>

# DANCE

**2 units**

**Exclusions: Nil**

**Course Description**

Students study the practices of Performing, Composing and Appreciating Dance. Students engage with these components through collaborative and individual experiences.

**In the Preliminary Course** students study dance as an art form with core studies in the interrelated components of Performance, Composition and Appreciation. The knowledge that students gain in Year 11 provides the fundamentals of dance as an art form.

**In the HSC Course** students continue their study of dance as an art form and increase their understanding of the interrelated components. Students also undertake an in-depth study of dance in one of the major study components, Performance or Composition or Appreciation or Dance and Technology.

**Main topics covered**

**Preliminary HSC course**

- Improvisation, manipulating and creating dance
- Historical context and tradition of dance
- Elements of performance, composition and appreciation

**HSC Course**

- Creating dances
- Dance analysis
- Elements of performance
- Independent study

**Particular course requirements**

The Dance Stage 6 course is designed for students who have completed the Dance 7 – 10 syllabus, for those with other previous dance experience and for those who are studying for the first time with no prior experience.

Students are required to meet a **series of deadlines** in the development of their Core and Major Study works as determined by the teacher. The HSC practical examination takes place in Term 3 of Year 12.

**Assessment: HSC Course only**

Internal Assessment	Weighting	External Assessment	Weighting
Core Performance	20%	Written examination	20%
Core Composition	20%	Core Practical (Performance)	20%
Core Appreciation	20%	Core Practical (Composition)	20%
Major Study	40%	Major Study	40%
	<b>100%</b>		<b>100%</b>

# DESIGN and TECHNOLOGY

**2 units****Exclusions: Nil****Course Description**

Design and Technology has a unique focus on creativity, innovation and the successful implementation of creative and innovative ideas. Students will investigate the importance of evaluation, the role of computer-based technologies, management, communication and collaborative design, as well as exploring current and emerging technologies and the work of designers. Through the completion of quality design projects, students are provided with the opportunity to develop specific production and manufacturing skills.

**Main topics covered:****Preliminary HSC course:**

1. Design Projects (50%)
2. Presentation of Research (25%)
3. Test-Type tasks (25%)

**HSC course:**

1. Innovation and Emerging Technologies (40%)
2. Designing and Producing (60%)

**Particular course requirements**

Design and Technology has compulsory Major Design Project and case study in the HSC course.

The project consists of an individual product, system or environment that meets an identified need or opportunity and a folio. The folio documents the proposal, the project management, the development and realisation, and the project evaluation.

**Assessment: HSC course**

<b>Internal Assessment</b>	<b>Weighting</b>	<b>External Assessment</b>	<b>Weighting</b>
Innovation and Emerging Technologies	40%	Major Design Project	60%
Designing and Producing	60%	HSC Examination	40%
	<b>100%</b>		<b>100%</b>

# DRAMA

**2 units****Exclusions:** Nil**Course Description:**

Students study the practices of Making, Performing and Appreciating Drama. Students engage with these components theoretically and experientially.

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

While the course builds on Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.

**HSC Course**

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

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

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

**Main Topics Covered**

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

**Particular Course Requirements**

The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material in areas of study.

In preparing for the Group performance, a published topic list is used as a starting point.

The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis must base their work on one of the texts listed in the published text list. This list changes every three years.

Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Students are required to keep a log book of the development of each of the components of the Group Performance and Individual Project.

**Assessment: HSC course only**

Internal Assessment	Weighting	External Assessment	Weighting
Making	40%	Written paper	40%
Performing	30%	Group Performance	30%
Critically Studying	30%	Individual Project	30%
	<b>100%</b>		<b>100%</b>

# ECONOMICS

**2 units****Exclusions:** Nil**Course Description**

Economics provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why 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. It is strongly recommended that Economics students be concurrently enrolled in Mathematics.

**Main topics covered****Preliminary HSC course**

1. Introduction to Economics
2. Consumers and Business
3. Markets
4. Labour Markets
5. Financial Markets
6. Government in the Economy

**HSC course**

1. The Global Economy
2. Australia's Place in the Global Economy
3. Economic Issues
4. Economic Policies and Management

**Particular course requirements****Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
<ul style="list-style-type: none"> <li>• Knowledge and understanding of course content</li> <li>• Stimulus based skills</li> <li>• Inquiry and research</li> <li>• Communication of economic information ideas and issues in appropriate forms</li> </ul>	<p>40%</p> <p>20%</p> <p>20%</p> <p>20%</p>	A three hour written examination	100%
	<b>100%</b>		<b>100%</b>

## ENGINEERING STUDIES

**2 units****Exclusions:** Nil**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 of 4 compulsory modules:

\* three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems

\* one focus module relating to the field of Biomedical engineering.

**HSC course**

Students undertake the study of 4 compulsory modules:

\* two application modules relating to the fields of Civil structures and Personal and public transport

\* two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

**Particular course requirements: Engineering Report****Preliminary Course**

Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.

**HSC Course**

Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules.

One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and understanding of course content	60	Exam	100%
Knowledge and skills in research, problem solving and communication related to engineering practice	40		
	<b>100%</b>		<b>100%</b>

# ENGLISH ADVANCED

**2 units**

**Exclusions:** English Standard  
English EALD

## Course Description

In the Year 11 English (Advanced) course students are required to study a range of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. In the Year 12 year students are required to study one Shakespearean Drama, prose fiction, poetry or drama. In the Year 11 Common Module: Reading to Write, students are required to study a range of short quality texts. The Year 11 course requires students to support the study of texts with their own wide reading. Students will also engage with a range of texts that are 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 peoples, and texts with a range of cultural, social and gender perspectives. The modes of reading, writing, listening, speaking, viewing and representing will be integrated throughout the course of study.

Students will be expected to be able to compose their own work in a variety of forms including creative compositions, multimodal and visual forms. They will also be expected to provide responses to the texts they have read in a variety of analytical forms such as essays and speeches.

## Main topics covered

### Year 11 English (Advanced) Course

Common module: Reading to Write.

Module A: Narratives that Shape our World.

Module B: Critical Study of Literature.

### Year 12 English (Advanced) course

Common Module: Texts and Human Experiences.

Module A: Textual Conversations.

Module B: Critical Study of Literature

Module C: The Craft of Writing.

## Particular course requirements

Students should be avid, regular readers who read widely (ie. classic and contemporary fiction, and non-fiction), and are able to write effectively in a variety of textual forms. The study of English should be of great interest to them and they should be consistently performing in the top range of grades. Ideally, they should have or be seeking out a wide variety of viewing experiences including the ABC and SBS, fictional and nonfictional films, and would be assisted by an interest in live theatre.

## Assessment: HSC course

The Year 12 formal school-based assessment program will include:

- Four assessment tasks
- One formal written examination
- One task with a focus on Module C – The Craft of Writing
- One multimodal presentation task enabling students to demonstrate their knowledge, understanding and skills across a range of modes

Internal Assessment	Weighting	External Assessment	Weighting
Common Module Task	25%	2 written examinations	100%
Multimodal Presentation	25%		
Imaginative Text	25%		
Trial Examination	25%		
	<b>100%</b>		<b>100%</b>

## ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

**2 units**

**Exclusions:** English Advanced  
English Standard

### Course Description

The English EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. They can become imaginative, critical and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society.

The English EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. The English EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

### Main topics covered

#### Year 11 (English as an Additional Language or Dialect) Course

Module A: Language, Texts and Context

Module B: Close Study of Text

Module C: Texts and Society

#### Year 12 (English as an Additional Language or Dialect) Course

Module A: Texts and Human Experiences.

Module B: Language, Identity and Culture

Module C: Close Study of Text

Focus on Writing (studied concurrently with the above modules)

### Particular course requirements

The English EAL/D course may be studied by any student who has been educated overseas or in an Australian educational institution with English as the language of instruction for **five years or less** prior to commencing the Preliminary course. This includes:

- students whose learning has been interrupted by periods away from education in which English was the language of instruction
- Aboriginal and Torres Strait Islander students from Indigenous communities where Standard Australian English is not the common language of the local community.

An ESL Eligibility Declaration form must be completed for any student seeking entry to the course.

### Assessment: HSC course

The Year 12 formal school-based assessment program will include our assessment tasks, including:

- One formal written examination
- One multimodal presentation task enabling students to demonstrate their knowledge, understanding and skills across a range of modes (including a listening component)
- One task with a focus on the concurrent module, Module D – Focus on Writing.

Internal Assessment	Weighting	External Assessment	Weighting
Multimodal Presentation	25%	2 written examinations	100%
Reading and Writing Task	25%		
Imaginative Text	25%		
Trial Examination	25%		
	<b>100%</b>		<b>100%</b>



# ENGLISH EXTENSION

**1 unit**

**Exclusions:** English Standard  
English EALD

## Course Description

The Preliminary and HSC English (Extension) courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. The courses are designed for students with a desire to pursue a specialised study of English.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop an awareness of the assumptions that guide interpretation and evaluation.

## Main topics covered

### Year 11 course: Module: Texts, Culture and Value

Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed. Students consider the relationships between the text and its culture, explore the language of texts and examine the ways in which language shapes and reflects values, consider the effects of different ways of responding to texts and consider the ways and reasons the original and later manifestations of the text are valued.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition. Students will study one prescribed text from the past and then examine its manifestations in one or more present cultures. Students will also research a range of texts as part of their Independent Project.

### Year 12 course

In the HSC English Extension Course 1, students explore ideas of value and consider how cultural values and systems of valuation arise. Students will study at least three prescribed texts, two of which are extended print texts. Students are required to study at least two related texts. Students undertaking HSC English Extension Course 1 must complete ONE Common Module: Literary Worlds and then an elective chosen from ONE of the HSC Modules.

## Particular course requirements

Students must engage in extensive independent investigation, theorise about texts and values based on analysis and understanding of complex ideas and undertake sustained, complex and highly effective composition.

## Assessment: Year 12 course

The Year 12 formal school-based assessment program will include:

- Three assessment tasks
- One task will be a formal written examination
- One task must be a creative response
- At least one task must integrate student selected related material.

Internal Assessment	Weighting	External Assessment	Weighting
Imaginative Response	15%	A written examination of two hours	50%
Critical Response	20%		
Trial Examination	15%		
	<b>50</b>		<b>50</b>

# ENGLISH STANDARD

**2 units**

**Exclusions:** English Extension 1  
English Advanced  
English as a Second Language

## Course Description

In the Year 11 English Standard course students are required to study a range of short texts within the Common Module: Reading to Write. They are also required to study ONE complex multimodal or digital text in Module A. Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support the study of texts with their own wide reading. Students will also engage with a range of 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 peoples, texts with a range of cultural, social and gender perspectives. The modes of reading, writing, listening, speaking, viewing and representing will be integrated throughout the course of study.

Students will be expected to be able to compose their own work in a variety of forms including creative compositions and visual forms. They will also be expected to provide responses to the texts they have read in a variety of analytical forms such as essays and speeches.

## Main topics covered

### Year 11 course

Common module: Reading to Write.  
Module A: Contemporary Possibilities.  
Module B: Close Study of Literature.

### Year 12 course

Common Module: Texts and Human Experiences.  
Module A: Language, Identity and Culture.  
Module B: Close Study of Literature.  
Module C: The Craft of Writing

## Particular course requirements:

**Students must be consistently achieving in the middle bands of English in Stage 5.**

## Assessment: HSC course

The Year 12 formal school-based assessment program will include:

- Four assessment tasks
- One formal written examination
- One task with a focus on Module C – The Craft of Writing
- One multimodal presentation task enabling students to demonstrate their knowledge, understanding and skills across a range of modes

Internal Assessment	Weighting	External Assessment	Weighting
Common Module Task	25%	Two written examinations	100%
Multimodal Presentation	25%		
Imaginative Text	25%		
Trial Examination	25%		
	<b>100%</b>		<b>100%</b>

# ENGLISH STUDIES

**2 units**

**Exclusions:** English Extension  
English Standard, English Advanced  
English EALD

## Course Description

### Year 11 Course

In the **Year 11** course students will read, view, listen to and compose a wide range of texts, including print texts and multimodal texts. Students will study at least one substantial print text and at least one substantial multimodal text. Students will also engage with texts including literary texts about intercultural experiences and peoples and cultures of Asia. Students will also engage with texts by Aboriginal and/or Torres Strait Islander peoples. Students will experience texts from a range of cultural, social and gender perspectives, including popular and youth cultures.

### Year 12 Course

In Year 12 students will also be required to study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. Students will also study a range of texts across 2-4 other modules.

## Main topics covered

### Year 11 Course

Mandatory module – Achieving through English: English in education, work and community  
The Big Screen: English in Film Making  
Part of the Family: English and the Family Life

### Year 12 Course

Common Module – Texts and Human Experiences  
English and Travel  
We Are Australian

## Particular course requirements:

Students are required to:

- \* read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts;
- \* undertake study of at least one substantial print text and at least one substantial multi-modal text;
- \* 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; and
- \* 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.

## Assessment: Year 12 Course

The Year 12 formal school-based assessment program is to include:

- Four assessment tasks
- One task may be a formal written examination
- One task must be a collection of classwork demonstrating student learning across the modules studied
- Assessment of the Common Module must integrate teacher or student selected related material.

**Students studying English Studies may elect to undertake an optional HSC examination.**

**Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark will be used by the Universities Admissions Centre (UAC) to calculate the ATAR.**

Internal Assessment	Weighting	External Assessment	Weighting
Multimodal Presentation	25%	Optional HSC Examination assessing the Common Module and other modules studied.	100%
Research Task	25%		
Collection of class work	25%		
Trial HSC Examination	25%		
	<b>100%</b>		<b>100%</b>

# FOOD TECHNOLOGY

**2 units**

**Exclusions: Nil**

**Course Description**

In the study of Food Technology students will learn about the availability of foods, the factors which determine our food choices, nutrition, the production and development of food and the Australian Food Industry.

Students will undertake a wide variety of tasks involved in the planning, preparation and storage of foods. They will develop knowledge and skills in the production of foods in both a domestic and industrial setting.

Students will develop their own food product, as well as the skills to investigate the processes involved in the manufacture of foods in industry.

**Main topics covered**

**Preliminary HSC course:**

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

**HSC course**

- 1 The Australian Food Industry (25%)
- 2 Food Manufacture (25%)
- 3 Food Product Development (25%)
- 4. Contemporary Nutrition Issues (25%)

**Particular course requirements**

There are no specific requirements for this course. Assessment tasks will include a range of theory and practical components across a range of research tasks, design projects and reports. There may be an oral assessment.

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
* Knowledge and understanding of food technology	20%	A three hour written examination	100%
* Skills in researching, analysing and communicating food issues	30%		
* Skills in experimenting with and preparing foods	30%		
* Skills in designing, implementing and evaluating solutions to food situations	20%		
	<b>100%</b>		<b>100%</b>

# FRENCH BEGINNERS

**2 units**

**Exclusions:** French Continuers  
French Extension

## Course Description

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

## Main topics covered

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

**Particular course requirements:** Nil

## Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Listening	30%	Written examination	80%
Reading	30%		
Writing in French	20%		
Speaking	20%	Oral examination	20%
	<b>100%</b>		<b>100%</b>

# GEOGRAPHY

**2 units****Exclusions:** Nil**Course Description**

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows you to perceive the world in a variety of ways and helps you make sense of a complex and changing world.

Studies in both physical and human geography provide an important information base on which you can investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how you may take an active role in shaping future society. Clarifying, analysing, acquiring and judging values and attitudes allow you to respond to geographical issues, questions and problems. Studying Geography Stage 6 prepares students for post-school studies and future employment and for active participation as informed citizens.

Through the study of Geography, you will develop knowledge and understanding about:

- The characteristics and spatial distribution of environments
- The processes that form and transform the features and patterns of the environment
- The global and local forces which impact on people, ecosystems, urban places and economic activity.

**Main topics covered****Preliminary HSC course**

1. Biophysical Interactions
2. Global Challenges
3. Senior Geography Project

**HSC course**

1. Ecosystems at Risk
2. Urban Places
3. People and Economic Activity

**Particular course requirements**

**BOTH Preliminary and HSC courses** require a minimum of 12 hours of mandatory fieldwork.

**Preliminary Course – Senior Geography Project (SGP)** Students must select and research a geographical issue which relates to the Preliminary course using active inquiry methodologies.

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
* Knowledge and understanding of course content	40%	A three hour written examination	
* Geographical Tools and Skills	20%		
* Geographical inquiry and research, including fieldwork	20%		
* Communication of geographical information, ideas and issues in appropriate forms	20%		
	<b>100%</b>		<b>100%</b>

# INFORMATION PROCESSES and TECHNOLOGY

**2 units****Exclusions:** Nil**Course Description**

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

**Main topics covered****Preliminary course**

1. **Introduction to Information skills and Systems (20%):** In this topic students study information systems in context, information processes, the nature of data and information, reasons for digital data representation and social and ethical issues relating to the use of information technology.
2. **Tools for Information processes (50%):** The tools used to carry out the following information processes are studied in this section: collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, displaying and integration of processes.
3. **Developing Information Systems (30%):** The topic deals with traditional stages in developing a system, complexity of systems and roles of people involved in systems development.

**HSC course**

Core

1. **Project(s) (20%)**
2. **Information Systems and Databases (20%)**
3. **Communication Systems (20%)**

Option

4. **Transaction Processing Systems (20%)**
5. **Multimedia Systems (20%)**

**Particular course requirements****Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
Project Management	20%	A three hour written examination	100%
Information Systems and Databases	20%		
Communication Systems	20%		
Options	40%		
	<b>100%</b>		<b>100%</b>

# INVESTIGATING SCIENCE

**2 units****Exclusions:** Nil**Course Description**

Investigating Science is a new course with a focus on the applications of science. The modules, students will have the opportunity to study, include the methodology of science and the place of science in society. The course promotes active inquiry and explores key concepts, models and phenomena. This 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:****The Year 11 course consists of four modules.****Module 1** Cause and Effect – Observing**Module 2** Cause and Effect – Inferences and Generalisations**Module 3** Scientific Models**Module 4** Theories and Laws**The Year 12 course consists of four modules.****Module 5** Scientific Investigations**Module 6** Technologies**Module 7** Fact or Fallacy?**Module 8** Science and Society**Particular course requirements: 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.

- A minimum of 30 hours of in-class time is allocated in both Year 11 and Year 12, out of the 120 indicative hours for each year.  
At least one depth study must be included in both Year 11 and Year 12.  
A minimum of 35 hours of course time is allocated to practical investigations in each year.

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
Skills in working scientifically	60	Written Examination	100%
Knowledge and understanding of course content	40		
	<b>100%</b>		<b>100%</b>



## JAPANESE BEGINNERS

**2 units**

**Exclusions:** Japanese Continuers  
Japanese Extension  
Japanese in Context  
Japanese and Literature

### Course Description

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

### Main topics covered

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

**Particular course requirements:** Nil

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Listening	30%	Written examination	80%
Reading	30%		
Writing in Japanese	20%		
Speaking	20%	Oral examination	20%
	<b>100%</b>		<b>100%</b>

# JAPANESE CONTINUERS

**2 units**

**Exclusions:** Japanese Beginners  
Japanese in Context  
Japanese and Literature

**Course Description**

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

**Main themes and topics**

**The individual**

Personal world  
Daily life  
Leisure  
Future plans

**The Japanese-speaking communities**

Travelling in Japan  
Living in Japan  
Cultural life

**The changing world**

The world of work  
Current issues

**Particular course requirements:** Nil

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
Listening & Responding	30%	Written examination	80%
Reading & Responding	30%		
Writing in Japanese	20%	Oral examination	20%
Speaking	20%		
	<b>100%</b>		<b>100%</b>

# LEGAL STUDIES

**2 units**

**Exclusions:** Nil

## Course Description

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.

The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures. Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students' knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.

## Main Topics Covered

### Preliminary Course

- The Legal System
- The Individual and the Law
- The Law in Practice

### HSC Course

- Core Part I: Crime
- Core Part II: Human Rights
- Options, including Workplace, World Order, Family, Environment and Indigenous Peoples

## Particular Course Requirements:

**Field trips/excursions:** Excursions may be offered.

## Assessment HSC course only

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and Understanding	60%	Three- hour written exam	100%
Communication	20%		
Research	20%		
	<b>100%</b>		<b>100%</b>

## MATHEMATICS ADVANCED

**2 units**

**Exclusions:** Mathematics Standard

### Course Description

The course is constructed on the assumption that students have achieved the outcomes of the 5.3 course or have a high level of achievement in the outcomes in the 5.2 Mathematics course.

The course is intended to give students an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as mathematics, physical sciences and the technological sciences.

### Main topics covered:

#### Preliminary HSC course:

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic Functions
- Statistical Analysis

#### HSC course:

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Concepts, skills and techniques	50%	A written examination paper of 3 hours' duration, consisting of ten questions of equal value.	100%
Reasoning and communication	50%	No more than the equivalent of two questions will be based on the Preliminary course.	
	<b>100%</b>		<b>100%</b>

# MATHEMATICS EXTENSION 1

**1 unit**

**Exclusions:** Mathematics Standard

## Course Description

The content of this course is designed for students who have mastered the skills of the Stage 5.3 Mathematics course and who are interested in developing further skills and ideas in mathematics. This course should be done by students who are interested in pursuing further studies in mathematics as a major discipline at a tertiary level to support the physical sciences, computer science or engineering.

## Main topics covered:

### Preliminary HSC course:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

### HSC course:

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

## Particular course requirements

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Concepts, skills and techniques	50%	Two written examination papers: a three hour paper identical to the paper for the 2 unit Mathematics course	100%
Reasoning and communication	50%	<b>and</b> a two hour on the Mathematics Extension 1 course	
	<b>100%</b>		<b>100%</b>

# MATHEMATICS STANDARD

## 2 units

**Exclusions:** Students may not study any other Stage 6 mathematics course in conjunction with Standard Mathematics

## Course Description

Students of the Mathematics Standard 1 and Mathematics Standard 2 courses study a common Preliminary course, Preliminary Mathematics Standard, leading to the HSC Mathematics Standard 1 and HSC Mathematics Standard 2 courses.

The course provides a strong foundation for vocational pathways, either in the workforce or in further training. In the case of Mathematics Standard 2, this includes a strong foundation for university courses in the humanities, nursing and paramedical sciences.

## Main topics covered

### Preliminary course

- Financial Mathematics
- Statistical Analysis
- Measurement
- Algebra

### HSC course Standard 1 and Standard 2

- Financial Mathematics
- Statistical Analysis
- Measurement
- Networks
- Algebra

## Particular course requirements

It is assumed that students who intend to study the Stage 6 Mathematics Standard 1 course have experienced all of the Stage 5.1 and 5.2 content.

For students who intend to study the Stage 6 Mathematics Standard 2 course, it is recommended that they have a high level of achievement in the 5.2 course.

## Assessment: HSC course

***Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the calculation of the ATAR.***

Internal Assessment	Weighting	External Assessment	Weighting
Understanding, fluency and communication	50%	A written examination of 2.5 hours duration	100%
Problem solving, reasoning and justification	50%		
	<b>100%</b>		<b>100%</b>

# MODERN HISTORY

**2 units**

**Exclusions:** Nil

## Course Description

The study of Modern History challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern History is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

The study of Modern History also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought after skill. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

## Main topics covered

### Preliminary HSC course

- 1 Investigating Modern History: Representation and Commemoration of the Past and the Contestability of the Past
- 2 Case Study: The Decline and Fall of the Romanovs
- 3 Case Study: Origins of the Arab Israeli Conflict/ Making of Modern South Africa
- 4 Shaping of the Modern World: WWI and The End of Empire

### HSC course

- 1 Core Study: Power and Authority in the Modern world 1919-1946
- 2 National Study: Russia and the Soviet Union 1917-1941 or USA 1919-1941
- 3 Change in the Modern World: Civil Rights in the USA 1945-1968 or Apartheid in South Africa 1960-1994
- 4 Peace and Conflict: Conflict in Europe

## Particular course requirements

Modern History is a demanding subject that requires students to read, view and interrogate a wide range primary and secondary sources as well as academic journal articles. Students should be proficient readers and writers and be prepared to work consistently at developing their essay-writing skills.

## Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
* Knowledge and understanding of content	40%	A three hour written examination	100%
* Source-based skills	20%		
* Historical inquiry and research	20%		
* Communication of historical understanding in appropriate forms	20%		
	<b>100%</b>		<b>100%</b>

# MUSIC 1

**2 units**

**Exclusions:** Music 2

## Course Description

Students will study the concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students are required to prepare an individualised program of electives focusing on composition, performance of musicology.

**Main topics covered** Students study three topics in each year of the course. Topics are chosen from an extensive list depending on the skills, prior experience and skills of the cohort each year. A possible course of study is as follows:

### Preliminary course

- 1 An Instrument and Its Repertoire
- 2 Popular Music
- 3 Theatre Music

### HSC course

- 1 Film Music
- 2 Rock Music
- 3 Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries

## Particular course requirements

HSC course

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

Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the NSW Education Standards Authority to validate authorship of the submitted work.

**Performance is a compulsory component** of this course. Therefore students must have instrumental or vocal lessons. Prior experience is required. Students are also expected to participate in extra-curricular musical activities.

Students are required to meet a series of deadlines in the development of their Individual Program as determined by the teacher. The HSC practical examination takes place in Term 3 of Year 12.

## Assessment: HSC course only

Internal Assessment	Weighting	External Assessment	Weighting
Core performance	10%	Core Performance	20%
Core composition	10%	Written exam - aural	30%
Core musicology	10%	Three electives	60%
Core aural	25%		Total: 110 converted to a percentage
Elective 1	15%		
Elective 2	15%		
Elective 3	15%		
	<b>100%</b>		<b>100%</b>



## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**2 units**

**Exclusions: Nil**

### 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 HSC course (60%):

1. Better Health for Individuals
2. The Body in Motion

#### HSC course (60%):

1. Health Priorities in Australia
2. Factors Affecting Performance

### Particular course requirements

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

#### Preliminary Options (40%):

Students to select two options each from

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

#### HSC Options (40%)

Students select two options each from

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

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
* Knowledge and understanding of course content.	40%	A three hour written examination	100%
* Skills in critical thinking, research, analysis and communicating.	60%		
	<b>100%</b>		<b>100%</b>

# PHYSICS

**2 units****Exclusions: Nil****Course Description**

Physics 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.

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

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

The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

**Modules covered**

The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills.

**Particular course requirements:****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.

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12, out of the 120 indicative hours for each year.

At least one depth study must be included in both Year 11 and Year 12. A minimum of 35 hours of course time is allocated to practical investigations in each year.

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
Skills in working scientifically	60%	Written Examination	100%
Knowledge and understanding of course content	40%		
	<b>100%</b>		<b>100%</b>

# SOCIETY AND CULTURE

**2 units**

**Exclusions:** Nil

## Course Description

Society and Culture is a cross-disciplinary subject that draws on key ideas from anthropology, psychology, sociology, media studies and history. Society and Culture has direct relevance to the **immediate needs** of students and to their **future lives** by enabling students to develop an understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse complementary and contrasting viewpoints about people, societies, cultures and environments, and their interactions across time. Society and Culture promotes an awareness of the nature of power and authority, gender, technology and attempts to develop understanding.

The emphasis on individual study and group work encourages students to manage their own learning, as well as providing experience of working within teams.

## Main topics covered

### Preliminary Course

- The Social and Cultural World: 30%
- Personal and Social Identity: 40%
- Intercultural Communication: 30%

### HSC Course

#### Core:

- Social and Cultural Continuity and Change: Case Study – 30%
- The Personal Interest Project: 30%

#### Depth Studies: 2 x 20%

Two to be chosen from:

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

## Particular course requirements

**Field trips/excursions:** Society and Culture is a **living** subject that involves the study of the world around you. Teachers of Society and Culture strongly encourage regular field trips and excursions to various research institutions and cultural events.

**Major Work/Research Project:** The **Personal Interest Project (PIP)** is a 2500 - 4000 word research paper created by each student on a topic of their choice. Students develop this task over the HSC course through secondary and primary research. It is marked externally.

## Assessment: HSC course

Internal assessment	Weighting	External Assessment	Weighting
Knowledge and understanding of course content	50	Two hour written exam	60
Application and evaluation of social and cultural research methods	30	Personal Interest Project	40
Communication of information, ideas and issues in appropriate forms	20		
	<b>100%</b>		<b>100%</b>

# STUDIES OF RELIGION I

**1 unit**

**Exclusions:** Catholic Studies  
Studies of Religion II

## Course Description

Studies of Religion (SOR) is different from Religious Education in Years 7-10. Although very much underpinned by Catholic values, SOR requires a more academic and a more objective study of religion. SOR is equivalent in difficulty and nature to courses like Society and Culture and Modern History.

SOR I challenges students to investigate the purpose, nature and contribution of religion to the life of an individual, a community and the world. Students learn about the origins of religion and belief systems, statistics about world religions, Aboriginal spirituality and two world religions.

Students, who choose SOR, need to be ready to become critical thinkers who will learn skills in analysing source material, conducting academic research and communicating ideas in writing.

## Main topics covered

### Preliminary HSC course

1. Nature of Religion and Beliefs
2. Study: Islam
3. Study: Christianity

### HSC course

1. Religion and Belief Systems in Australia Post-1945
2. Depth Study: Islam
3. Depth Study: Christianity

## Particular course requirements

Students are required to develop competency in extended-response writing, and they should be aware that SOR I tasks involve a writing component.

Students are required to undertake research to expand their understanding in both the Preliminary and HSC courses.

Throughout this course, there is the possibility of excursions to significant places of worship for both the Christian and/or Islamic communities.

## Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and understanding of content	20	A written examination of 1½ hours	50
Source-based skills	10		
Investigation and research	10		
Communication of information and ideas	10		
	<b>50</b>		<b>50</b>

## STUDIES OF RELIGION I - Accelerated

**1 unit**

**Exclusions:** Catholic Studies  
 . Studies of Religion II

### Course Description

Studies of Religion (SOR) is different from Religious Education in Years 7-10. Although very much underpinned by Catholic values, SOR requires a more academic and a more objective study of religion. SOR is equivalent in difficulty and nature to courses like Society and Culture and Modern History.

SOR I challenges students to investigate the purpose, nature and contribution of religion to the life of an individual, a community and the world. Students learn about the origins of religion and belief systems, statistics about world religions, Aboriginal spirituality and two world religions.

Students, who select SOR, need to be ready to become critical thinkers who will learn skills in analysing source material, conducting academic research and communicating ideas in writing. A student would consider this strand of study if she is an accomplished writer.

In the accelerated strand, students complete both the Preliminary and HSC courses in one year. These students undertake the HSC SOR I examination at the end of Year 11.

### Main topics covered

#### Preliminary HSC course

1. Nature of Religion and Beliefs
2. Study: Islam
3. Study: Christianity

#### HSC course

1. Religion and Belief Systems in Australia Post-1945
2. Depth Study: Islam
3. Depth Study: Christianity

### Particular course requirements

Students are required to develop competency in extended-response writing, and they should be aware that SOR I tasks involve a writing component.

Students are required to undertake research to expand their understanding in both the Preliminary and HSC courses.

Throughout this course, there is the possibility of excursions to significant places of worship for both the Christian and/or Islamic communities.

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and understanding of content	20	A written examination of 1½ hours	50
Source-based skills	10		
Investigation and research	10		
Communication of information and ideas	10		
	<b>50</b>		<b>50</b>

## STUDIES OF RELIGION II

**2 units**

**Exclusions:** Catholic Studies  
. Studies of Religion 1

### Course Description

Studies of Religion (SOR) is different from Religious Education in Years 7-10. Whilst very much underpinned by Catholic values, SOR requires a more academic and a more objective study of religion. SOR is equivalent in difficulty and nature to courses like Society and Culture and Modern History.

Contrary to what some students may think, SOR II is not any more difficult than SOR I. SOR II involves doing more of the same subject, that is, it entails nearly twice as many lessons across twice as many units of work. A student would consider studying SOR II rather than SOR I if she really enjoys learning about religions, is an accomplished writer and if she would like to extend her thinking about religion, people, traditions and beliefs.

SOR II challenges students to investigate the purpose, nature and contribution of religion to the life of an individual, a community and the world. Students learn about the origins of religion and belief systems, the history of religion, statistics about world religions, Aboriginal spirituality, ancient religions, how religion contributes to peace in the world, as well as three world religions.

Students, who choose SOR II, need to be ready to become critical thinkers who will learn skills in analysing source material, conducting academic research and communicating ideas in writing.

### Main topics covered

#### Preliminary HSC course:

1. Nature of Religion and Beliefs
2. Religions of Ancient Origin
3. Study: Hinduism
4. Study: Christianity
5. Study: Islam
6. Religion in Australia Pre-1945

#### HSC course

1. Religion and Belief Systems in Australia Post-1945
2. Depth Study: Hinduism
3. Depth Study: Christianity
4. Depth Study: Islam
5. Religion and Peace
6. Religion and Non-Religion

### Particular course requirements

Students are required to develop competency in extended-response writing, and they should be aware that SOR II tasks involve a writing component. Also, students undertake a detailed research project in both the Preliminary and HSC courses.

Students are required to undertake research to expand their understanding in both the Preliminary and HSC courses.

Throughout this course, there is the possibility of excursions to significant places of worship for the Hindu, Christian and/or Islamic communities.

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and understanding of content	40%	A written examination of 3 hours	100%
Source-based skills	20%		
Investigation and research	20%		
Communication of information and ideas	20%		
	<b>100%</b>		<b>100%</b>

## TEXTILES and DESIGN

**2 units****Exclusions:** Nil

**Course Description** The Preliminary course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

**Main topics covered:****Preliminary HSC course:**

1. Design (40%) including practical project
2. Properties and Performance of Textiles (50%) including practical project
3. The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)

**HSC course:**

1. Design (20%)
2. Properties and Performance of Textiles (20%)
3. The Australian Textiles, Clothing, Footwear and Allied Industries (10%)
4. Major Textiles Project (50%)

**Particular course requirements**

In the Preliminary course, practical experiences will be integrated into the Design and Properties and Performance of Textiles areas of study as experimental work and/or project work. In the HSC course, the **Major Textile Project** allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the ATCFI developed in the Preliminary course.

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

**Assessment: HSC course**

Internal Assessment	Weighting	External Assessment	Weighting
Knowledge and understanding of textiles and the textile industry	50%	A written examination of one hour and thirty minutes	50%
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50%	Major Textile Project	50%
	<b>100%</b>		<b>100%</b>

# VISUAL ARTS

## 2 units

### Exclusions:

Ceramics - Visual Arts HSC Ceramics Body of Work

Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work

Photography – Visual Arts HSC Photography Body of Work

**Course Description:** Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'Body of Work' in the HSC course that reflects students' knowledge and understanding about practice and which demonstrates their ability to resolve a conceptually strong artwork. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultural and historical contexts.

The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

### Main topics covered

#### Preliminary HSC course:

1. Welcome to Prelim and Portraiture
2. Looking In and Looking Out; Ideas and Identity in Art
3. Install, Document, Perform; Contemporary Artforms

#### HSC course

1. Expressionism to Abstraction
2. Rosalie Gascoigne Artists Practice
3. Feminism
4. Exhibition
5. Choose your own Adventure

### Particular Course Requirements:

#### Preliminary Course

Students are required to complete:

- Artworks in at least 2 Expressive Forms, maintaining a process diary and
- A broad investigation of ideas in art criticism and art history.

#### HSC Course

Students complete:

- A Body of Work, maintaining a process diary and
- A minimum of 5 Case Studies (4–10 hours each).

Students are required to meet **a series of deadlines** in the development of their Body of Work as determined by the teacher. The Body of Work is submitted for marking during Term 3 of Year 12.

### Assessment: HSC course only

Internal Assessment	Weighting	External Assessment	Weighting
Art criticism and art history	50%	A written examination (1 hour and 30 Minutes)	50%
Artmaking	50%	Body of Work	50%
	<b>100%</b>		<b>100%</b>



**BOARD  
AND  
CONTENT  
ENDORSED  
COURSES**

## CATHOLIC STUDIES

**1 unit**

**Exclusions:** Studies of Religion I  
Studies of Religion II

### Course Description

Catholic Studies is about putting faith into practice. The learning activities and assessments of Catholic Studies aim to assist students in deepening their understanding of the Catholic tradition by engaging them in real-world inquiries.

Catholic Studies is similar to Religious Education in Years 7-10. It involves the study of a variety of engaging topics, underpinned by Catholic values. Furthermore, opportunities exist for students to learn about other world religious traditions across various units of study.

Catholic Studies provides a variety of learning opportunities for all students. It offers a balance in modes of learning and assessment as some tasks require practical engagement, technology, writing or speaking.

### Main topics covered:

#### Preliminary HSC course:

1. Search for Meaning
2. Jesus of History; Christ of Faith
3. A Christian Vision of the World
4. Religion in Australia

#### HSC course

1. Ministry Project
2. Spiritual Pathways
3. Living Texts
4. Christian Vocation, Work and Leisure

### Particular course requirements

Students are required to develop competencies in a variety of areas, including writing short responses, speaking, using technology and analysis of Scripture.

Students undertake a ministry project at the end of the Preliminary course.

Students are encouraged to immerse themselves in practical activities of service to the community, as well as in social justice initiatives.

### Assessment: HSC course

Internal Assessment	Weighting	External Assessment	
Variety of school-based assessment	50		
	<b>50</b>		

# EXPLORING EARLY CHILDHOOD

**No of units: 2**

**Exclusions:** Nil

Year 11 **ONLY**

## Course Description

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. Students reflect on developmental issues within an early childhood context and are encouraged to consider the implications for future possible interactions with children, be these as a part, friend, carer or educator.

The course aims to provide an introduction to children and childhood, in particular, it explores dimensions of child growth and development. The core focus is on the physical, social-emotional, cognitive and language development from conception to the early years of school. It also relates the importance of play in the developmental process and considers skills and strategies required to interact positively with young children and their families.

Students completing this course should develop an understanding of the importance of the early childhood years, and the role of families and communities in providing a safe, nurturing and challenging environment for young children.

## Main Topics Covered

The Exploring Early Childhood course comprises one compulsory Core that is made up of three parts:

- Part A Child Growth and Development
- Part B Play
- Part C Positive Interaction with young children

## Particular course requirements

In addition to core studies students select from 17 option modules. Schools are able to select modules to develop programs that respond to and meet student needs and interests. The options are:

1. Learning experiences	10.	Working with young children
2. Play and the developing child	11.	Young children and television
3. Pregnancy and childbirth	12.	Young children and the law
4. Starting school	13.	Children's literature
5. Gender and young children	14.	Food and nutrition
6. Children and stress	15.	Child Safety
7. Children of ABTSI communities	16.	Recollections of childhood
8. Cultural contexts of childhood	17.	Young children with special needs
9. Children's services		

**Assessment: HSC Course** There is no external examination

**Internal Assessment:** There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content and
- skills outcomes and content, as follows:

Component	Weighting
Knowledge and understanding	50%
Skills	50%
<b>TOTAL</b>	<b>100%</b>

# **VOCATIONAL EDUCATION & TRAINING COURSES (VET)**



# Vocational Education and Training Courses (VET)



<b>Legal Name</b>	<b>Trustees of the Roman Catholic Church for the Diocese of Parramatta</b>
<b>RTO Code</b>	<b>90490</b>
<b>Trading Name</b>	<b>Catholic Education Diocese of Parramatta</b>

Under the **Australian Qualification Framework (AQF)**, all Vocational Education and Training (VET) courses are **recognised nationally**, with students obtaining a qualification upon completion. All VET courses have been developed in conjunction with industry, are taught to **industry standards** and have clear links to post school destinations. Depending on the course, students may exit with a Statement of Attainment, Certificate II or Certificate III.

VET courses may be undertaken at school (RTO: 90490 – Trustees of Roman Catholic Church for the Diocese of Parramatta) or through external providers. VET can be divided into Board Developed Curriculum Framework Courses and Board Endorsed Courses. **Business Services and Hospitality** are courses delivered at school which are Framework courses, that is, they can contribute to the calculation of the ATAR. These are VET **Board Developed Curriculum Framework courses** which are **Category B subjects**. **Note: only 2 units of category B subjects can be counted towards the ATAR.**  
**Please Note:** Board Endorsed courses do not contribute to the calculation of the ATAR.

The table below summarises the VET courses that are available. Courses available at school and TAFE will depend on the subject uptake.

## Internal Courses

**Board Developed** VET courses offered at CEDP schools:

- Business Services
- Construction
- Entertainment Industry
- Financial Services
- Hospitality
- Information and Digital Technology
- Primary Industries
- Retail Services
- Tourism, Travel and Events

## **External Courses**

**Board Developed** VET courses offered externally:

- Human Services

**Board Endorsed** VET courses offered externally could include:

- Animal Studies
- Beauty Therapy
- Design Fundamentals
- Aviation
- Community Services
- Floristry
- Laboratory Skills
- Property Services (Agency)
- Retail Baking
- Screen and Media
- Signs and Graphics
- Warehousing Operations

## Facts About VET Courses

- VET courses have a **practical component**, as they are designed for students who may wish to build a career in these industry areas. There is also a significant theoretical component in most of the courses.
- VET courses are **competency based** and will be assessed through integrated competency tasks using presentations, observation, portfolio, questions & other assessment methods. To be assessed as competent a student must demonstrate to a qualified assessor that they have the knowledge and skills to effectively carry out the various tasks to the standard required in the appropriate industry. **Students are progressively assessed as either 'competent' or 'not yet competent'. When a student achieves a unit of competency it is signed off by the assessor.**
- The HSC examination in Framework Courses is optional. Students who do not wish the course to contribute to the calculation of their ATAR or are following a NON-ATAR program may elect to withdraw from the HSC examination. This decision is usually formalised after the trial exam by completing a withdrawal form the HSC Exam and submitting it to the Vet Teacher or Leader of Learning. This has no impact on the eligibility of a student to receive their qualification or a HSC.
- Only ONE Curriculum Framework course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a Curriculum Framework VET course for it to count towards the calculation of the ATAR.
- There is a mandatory **70 Hours** of industry work placement for each **Curriculum Framework Course** undertaken. Traveling expenses and the management of course work missed in other subjects should be taken into consideration. The penalty for not completing the mandatory work placement hours is that the student will be deemed unsatisfactory and risk not receiving the Higher School Certificate because the student has not met BOSTES requirements. In this instance, students must be able to **manage their schoolwork effectively** as they will need to catch up on work that they have missed.
- Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees apply for VET courses.
- Schools deliver VET courses, while EVET courses are delivered by TAFE or other external providers, such as Whitehouse.
- Many of the core competencies and skills gained from VET Courses are *transferable*, for example teamwork, communication, work health and safety and work ethics. No matter what industry the student eventually pursues, they will have participated in entry-level skills that will make them more *work ready*.
- You may be entitled to apply for **Recognition of Prior Learning** if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways. You should talk to the Leader of Learning VET or VET teacher for further information. Some students may qualify for exemption from their second work placement if they work in the industry related to their course work once they have filled out a Recognition of Prior Learning Form with their employer.
- For additional information, please contact the Leader of Learning VET at the College:

**Tess McGlenchy: [tmcglenchy@parra.catholic.edu.au](mailto:tmcglenchy@parra.catholic.edu.au) 0407 957 880**

## **Business Services**

**Training Package:** BSB15 Business Services

**RTO:** 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

**Category:** B – Board Developed Course

**Unit Value:** 2 Unit Preliminary Course

2 Unit HSC Course

**Qualification:** BSB20115 Certificate II in Business

**Contributes to the ATAR:** Yes

**Course Description & Content:** This course is for students who wish to gain nationally recognised entry level qualifications for employment in the business world, either as a long-term career or in part-time or temporary positions while undertaking further study. Students will develop the skills, knowledge and confidence to function effectively in a business environment. This course is designed to assist those seeking entry level career positions in areas such as administration, finance, business and technology. It may lead to occupations such as Office Junior, Secretary, Office Administrator, Data Entry Clerk or a Personal Assistant.

This course is suitable for students who have a helpful and courteous manner, have a good eye for detail, have the ability to work with others within the workplace and possess good communication and excellent customer service skills.

### **Units include:**

- BSBWHS201 Contribute to health and safety of self and others
- BSBCUS201 Deliver a service to customers
- BSBFIA301 Maintain financial records
- BSBIND201 Work effectively in a business environment
- BSBINM201 Process and maintain workplace information
- BSBINN201 Contribute to workplace innovation
- BSBSUS201 Participate in environmentally sustainable work practices
- BSBITU201 Produce simple word processed documents
- BSBWOR202 Organise and complete daily work activities
- BSBWOR204 Use business technology
- BSBITU202 Create and use spreadsheets
- BSBITU307 Develop keyboarding speed and accuracy
- BSBINM202 Handle mail
- BSBITU203 Communicate electronically

**Eligibility for Qualification:** Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate II in Business**. Students achieving at least one unit of competency will be eligible for an **AQF Statement of Attainment** showing partial completion of their qualification.

**Cost:** Students may also be required to purchase a text and memory stick.



## Hospitality

<b>Training Package:</b>	SIT - Tourism, Travel and Hospitality
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
<b>Category:</b>	B – Board Developed Course
<b>Unit Value:</b>	2 Unit Preliminary Course 2 Unit HSC Course
<b>Qualification:</b>	SIT20316 Certificate II in Hospitality
<b>Contributes to the ATAR:</b>	Yes
<b>Course Description &amp; Content:</b>	<p>This course is for students interested in the Hospitality industry. This course provides opportunities for students to develop relevant <b>technical, vocational and interpersonal competencies</b> suitable for employment and further training in the <b>hospitality industry</b>. This industry is suitable for students who have a passion for food, are prepared to work in a fast paced environment, take instructions well and follow through with tasks assigned, have the ability to work in a team, a good eye for detail and have a 'can-do' attitude and approach.</p> <p>The qualification is recognised as an entry-level qualification in the hospitality industry and provides opportunities to apply knowledge and understanding of WHS, hygiene and food handling requirements, basic food preparation, prepare and serve beverages, clean and maintain kitchen premises, provide information to customers, both independently and in teams.</p>
<b>Units include:</b>	<ul style="list-style-type: none"> <li>● BSBWOR203 Work effectively with others</li> <li>● SITXWHS001 Participate in safe work practices</li> <li>● SITHIND002 Source and use information on the hospitality industry</li> <li>● SITXFSA001 Use hygienic practices for food safety</li> <li>● SITXCCS003 Interact with customers</li> <li>● SITHIND003 Use hospitality skills effectively</li> <li>● SITXCOM002 Show social and cultural sensitivity</li> <li>● SITHFAB004 Prepare and serve non-alcoholic beverages</li> <li>● SITHFAB005 Prepare and serve espresso coffee</li> <li>● SITHFAB007 Serve food and beverage</li> <li>● SITXFSA002 Participate in safe food handling practices</li> <li>● SITHCCC002 Prepare and present simple dishes</li> <li>● SITHCCC003 Prepare and present sandwiches</li> <li>● SITHCCC001 Use food preparation equipment</li> <li>● SITHKOP001 Clean kitchen premises and equipment</li> </ul>
<b>Eligibility for Qualification:</b>	<p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for <b>Certificate II in Hospitality</b>. Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification.</p>
<b>Cost:</b>	Students are also required to purchase a Food and Beverage uniform, leather closed in shoes and a textbook.

## External VET Courses (EVET)

EVET courses can be board developed or board endorsed. Students must follow the application procedures by meeting submission and payment dates. EVET courses can be accessed to expand learning opportunities for students and further enhance their career. These courses provide students with industry recognition and possible articulation into higher level courses at TAFE.

EVET courses are divided into Framework and Non-Framework courses. Framework courses have the same AQF qualifications, ATAR contribution, assessment and work placement requirements as outlined in the school delivered VET courses. Framework courses must be studied in both Year 11 and 12 to contribute to a student's ATAR.

Application forms are available from the Leader of Learning VET. It is important for students to discuss their EVET application with the Leader of Learning VET, to ensure that it is the right course for them and to assist them in submitting a strong application, including the relevance to their future career pathway.

The application form and fee of \$250 must be paid to the school office by Week 4 Term 3 2019.

**The application form and fees are only applicable for one year.** Students who wish to continue their course in Year 12 will need to pay a further \$250, complete and submit a continuation form by Week 4 Term 3 2020.

Students will be notified by early December if they have been successful in gaining entry into the course. The fees outlined above are based on receiving annual government funding, students and parents will be notified of any changes to course fees. Commonly this does not occur until the commencement of new academic year. If Government funding is withdrawn, the entire course cost will need to be passed on to the student/ parents. The full cost of courses ranges from **\$1300 to \$4200/year** and will be charged in the school fees.

### NOTE:

- Students who require additional support during their course will be charged a higher fee from TAFE. This fee will also need to be paid in December 2019.
- Refunds will not be issued to students who change their mind after January 2020.
- Application forms are due to the Leader of Learning VET or the school office.
- All payments are to be paid to the school office.
- Please retain proof of payment.
- Late applications and/or non-payment of fees will not be considered.
- Not all EVET courses are funded by the CEO. Those that are delivered in other CEDP school and / or the Trade Training Centres are generally not funded.
- NSW Health initiative is funded through the RTO. However, if an application is made through TAFE it will NOT be funded.

Applications will be checked, copied, endorsed by the Principal and then forwarded to the Parramatta Catholic Education Office (CEO). Once the CEO endorses the application, it will be sent on to the external provider, for example TAFE. **Students will be notified by mid November if they have been accepted into the course.**

## TAFE

TAFE courses offered are delivered in block sessions, that is four hours one afternoon a week from 2pm to 6pm. This has implications for **travel and catching up on the school work missed** due to the early departure from school. Attendance is essential, as absence from a block lesson provided by TAFE is the equivalent to missing a week of school work for one subject.

Some eVET courses are listed below.

- Animal Care
- Aviation
- Beauty Therapy
- Human Services
- Design Fundamentals

At the time of printing this booklet, information about 2020 courses was not available. Information can be found once published through the following websites:

- Western Sydney Institute: <http://wsi.tafensw.edu.au/tvet>
- South Western Sydney Institute of TAFE: <http://swsi.tafensw.edu.au/tvet>
- Northern Sydney Institute: <http://www.nsi.tafensw.edu.au/CareersAndLearningPathways/LearningPathways/SchoolsNSITafe/TVET.aspx>

When applying for a TAFE course, consider the following:

- How will I get to and from TAFE?
- Am I motivated to catch up on work missed at school when I attend?

## NSW Health

### **Applicants MUST still pay the still need to pay the \$250 annual application fee**

NSW Health offers Human Services, a Certificate III in Health Services Assistance (HLT32512). This course contributes two units to the Preliminary course and four units to the HSC course. This course may also contribute to the calculation of the ATAR. It provides students with the opportunity to develop their career in health. Students must complete 120 hours mandatory work placement in a hospital during the school holidays. The course may be delivered at Nepean Hospital or Westmead Hospital either on a Monday or Wednesday afternoon from 2pm to 6pm. Students need to provide their own transport to and from the hospital. As interest in this course is very high across the Diocese, students will be required to complete a numeracy and literacy test, as well as attend an interview.

When applying for Human Services at NSW Health, consider the following:

- How will I get to and from the hospital?
- Am I motivated to catch up on work missed at school when I attend the course?
- Am I motivated to do work placement during some of the school holidays?
- Can I manage my own learning and monitor correspondence?
- Do I need the holidays to recharge my batteries?

## **Whitehouse Institute of Design**

**Applicants MUST still need to pay the \$250 annual application fee.**

Delivery of these courses is by intensive block attendance at Surry Hills during school holidays, in April and July of Year 11 and January of Year 12 over a six-week period. Students who successfully complete the program will leave Whitehouse with a portfolio of creative work and a Certificate III In Design Fundamentals (CUA30715) with a focus in Fashion Visualisation, Interior Decoration Visualisation or Creative Direction Visualisation. In addition, the CUA30715 Certificate III in Design Fundamentals will provide 2 units credited towards their Year 11 and 2 units credit towards Year 12 studies. Whilst giving credit towards high school studies the program does not contribute to the calculation of the ATAR.

When applying for the Whitehouse Institute of Design course, consider the following:

- How will I get to and from the Institute?
- Am I motivated to do the course in the holidays?
- Do I need the holidays to recharge my batteries?

## School-Based Traineeships (SBTs)

Students may wish to work whilst they undertake their HSC. A **Traineeship** enables students to **work part-time** and undertake their HSC with the units contributing to their HSC study. Students enter into a training contract with an employer to allow them to complete their formal training requirements for the HSC. **Students are required to find an employer that will sign them up for a School-Based Traineeship.** They are to contact the Leader of Learning VET in order for a sign-up to occur. This involves a meeting with the:

- Student
- Employer
- The registered training organisation (RTO), if this is different from the employer
- Student's parents
- School Principal or other school representative
- Leader of Learning VET

The sign up meeting will involve a discussion about the traineeship and formalise the process through the signing of the contract. Prior to the sign up, duty of care documentation will need to be completed by the student, parents, employer and school.

The minimum term for a school-based traineeship is 18 months. Students need to work a minimum of 100 days of paid employment by 31<sup>st</sup> December of their HSC year. Popular traineeships include retail, construction and business services. **Students must be signed up for their SBT by May of their Preliminary course year.**

The SBT will involve students attending work outside of school hours, that is, after school, on weekends or during the school holidays. This arrangement needs to suit all parties associated with the contract. In terms of the theoretical component of the SBT, an employer may deliver this or an external Registered Training Organisation. **If there is a fee for the course, the Parramatta Diocese will not support it, hence students will not be able to participate.**

## Industry-Based Learning (IBL)

Students that engage in an SBT can gain additional credit for HSC units by completing the optional **Industry-Based Learning (IBL) course**, which will contribute an additional 2 Units to their course of study. This course is a board endorsed course; hence it does not contribute to the calculation of the ATAR. This course is **only an option for students who are undertaking a school-based traineeship or school-based apprenticeship as part of their studies.**

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It provides a degree of flexibility for school-based apprentices and trainees within the Higher School Certificate as students work independently in completing a workbook. By engaging in on-the-job training and reflection, students will develop knowledge, understandings, values and attitudes about enterprise, work and industry and a range of employability related skills valued within and beyond the workplace. Students will gain experiences that can be applied to a range of contexts including work, study and leisure, and which can assist them in making informed career decisions.

Students are to complete a workbook that comprises mainly of a journal which records learning that has taken place whilst working, as well as additional activities. Students are to complete this log book during their Study Periods and in their own time. Their employer is required to sign their log book and students are also to meet with their Industry-Based Learning Supervisor at school periodically.

## Catholic Trade Training Centres

There are two Catholic Trade Training Centres (CTTCs) in the Parramatta Diocese. Students wishing to attend the CTTCs will need to leave their current school, and enrol at one of the Catholic Trade Training Centres. CTTCs offer a flexible schooling experience for Year 11 and 12 students wanting to pursue a career in a vocational field. Students are able to start their first year of an apprenticeship in their chosen trade while they complete the HSC. Students who wish to undertake a school-based apprenticeship can access these through our CTTCs. Details for each CTTC are:

Loyola Catholic Trade Training Centre	McCarthy Catholic Trade Training Centre
<p><b>Contact details:</b>                      91 North Parade Mt Druitt  <a href="http://www.loyolacttc.catholic.edu.au">www.loyolacttc.catholic.edu.au</a>                      m: <a href="mailto:loyolacttc@parra.catholic.edu.au">loyolacttc@parra.catholic.edu.au</a>                      p: 9407 7081</p> <p><b>Courses available:</b></p> <ul style="list-style-type: none"> <li>• Carpentry</li> <li>• Shopfitting</li> <li>• Engineering (Metal Fabrication)</li> <li>• Automotive (Light Vehicle Servicing)</li> <li>• Electro-technology</li> <li>• Hospitality (Commercial Cookery)</li> <li>• Hairdressing</li> <li>• Plumbing</li> <li>• Early Childhood Education and Care</li> <li>• Brick and Blocklaying</li> </ul>	<p><b>Contact details:</b>                      75 Mackellar Street Emu Plains  <a href="http://www.mccarthycttc.catholic.edu.au">www.mccarthycttc.catholic.edu.au</a>                      e: <a href="mailto:mccarthycttc@parra.catholic.edu.au">mccarthycttc@parra.catholic.edu.au</a>                      p: 4735 3211</p> <p><b>Courses available:</b></p> <ul style="list-style-type: none"> <li>• Automotive (Light Vehicle Servicing)</li> <li>• Bricklaying</li> <li>• Carpentry</li> <li>• Early Childhood Education and Care</li> <li>• Electrotechnology</li> <li>• Engineering (Metal Fabrication)</li> <li>• Hairdressing</li> <li>• Hospitality (Commercial Cookery)</li> <li>• Plumbing</li> </ul>

### Advantages of selecting the CTTC as a study pathway

Vocational Education and Training courses offered within the Trades Skills Centre prepare students for specific fields of work while they study for the Higher School Certificate. These courses can be used as credit towards their studies, improving student engagement while meeting community needs.

Many recognised advantages emerge from students undertaking vocational training. Some of these benefits include:

- A gain in confidence and enhancement of practical skills beneficial for theoretical applications associated with tertiary study
- Development of significant employability skills for part-time or full-time employment or the attainment of an apprenticeship/traineeship
- A nationally recognised qualification or statement of attainment towards it
- Pathway progression opportunities through private providers, TAFE and universities
- Helpful skills for everyday life

Detailed information about apprenticeships or traineeships can be found at the following website:

**<http://www.sbatinnsw.info>**

