

# CHELTENHAM GIRLS' HIGH SCHOOL



## **SENIOR SCHOOL** **Year 11 2025 & Year 12 2026** **CURRICULUM OPTIONS**

## CONTENTS

- Section 1**      NESA Information Package
- Section 2**      Board Developed School-Delivered Courses

# FOREWORD

For all students approaching senior school studies, the questions “which courses?” and “which HSC pathway?” should provoke excitement and generate possibilities.

## Which Courses?

Technology is expanding, social attitudes are changing and our economy is becoming increasingly internationalised. Traditional job opportunities and career expectations are being modified by these changes. This is particularly the case for young women. So, for the Year 10 students of Cheltenham Girls’ High School, subject choices for senior school need to be considered very carefully.

Further, subject choice need not be locked into career aspirations. For most young people, career paths will change direction more than once throughout their adult lives. The senior school years provide the last opportunity for most students to enjoy a broad range of curriculum experiences which will not only assist careers, but also leisure pursuits, social and community relationships and personal development.

When choosing subjects and courses of study, be guided by your interests, needs and abilities and keep your options open.

## Which HSC Pathway?

Senior students have an increasing range of options to consider before deciding which pathway to take towards a Higher School Certificate. These options include full or part time study and courses at school or with one of a range of external providers. (These include TAFE, Secondary College of Languages, NSW School of Languages and outside tutors).

Some of these options will lead to a Higher School Certificate but not an Australian Tertiary Admission Rank (ATAR); some will give accreditation for the Higher School Certificate, further study at TAFE and also employment in industry.

When choosing your pathway of study, be guided by your preferred mode of study, competing demands on your time, and your future goals.

## Financial Considerations?

Courses require the purchase of special equipment and materials over and above what is provided through the general budget of the school. These extra costs are met by the students choosing these courses and are outlined in the course descriptions. The subject contribution stated is for consumables that students use within the classroom. Where a contribution is stipulated for a course, it is a cost for student personal consumables to enhance learning, above the school funded items.

Schools are entitled, under the NSW Department of Education and Communities policy for voluntary school contributions, to ‘charge students for elective subjects that go beyond the minimum requirement of the curriculum’.

Subject Materials contributions are used to cover the expenditure on equipment and other non-reusable items specifically used by your daughter and these funds are fully expended each year in the provision of significant learning experiences.

The requirements to pay for these materials are made clear at the time students select these subjects.

If your family is experiencing financial hardship, please contact the Head Teacher Wellbeing for a Student Assistance Application Form.

## **Decisions, Decisions!**

Guidelines for selecting patterns of study and information about specific subjects and courses offered at the school are presented in this publication.

Additional information is provided in the booklet *Studying for the NSW Higher School Certificate* published by NESA as well as information booklets provided by universities which are distributed through careers lessons.

Your teachers, Head Teachers, Careers Advisers, Year Advisers and other staff at the school are available for further help and advice. So, too, are officers at NESA, TAFE, universities and other education or training institutions also available to assist you.

Make sure that you research information, seek opinions, discuss options and then make your own informed judgement. Ultimately, the responsibility for these decisions and your future is in **your hands**.

Suellen Lawrence  
Principal

# WHAT TYPES OF COURSES CAN I SELECT?

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

## Board Developed Courses

These courses are developed by NESA. For each course the following information is available:

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

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

These include:

- general education courses
- VET Industry Curriculum Framework courses
- Life Skills courses (not examined).

## Board Endorsed Courses

Board Endorsed Courses count towards the HSC but do not have a HSC exam and do not contribute towards the calculation of the ATAR.

These include:

- Content Endorsed Courses
- VET Board Endorsed Courses
- School developed Board Endorsed Courses
- University developed Board Endorsed Courses

## **Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

Students who undertake the optional written HSC examination in one of the 240 hour Board Developed VET courses may have the result included in the calculation of their ATAR.

Assessment throughout these courses is quite different to other Board Developed Courses. A range of competencies are assessed throughout the course. The assessment mark submitted to NESA is based on the Trial HSC result. This mark is not used by NESA unless for Misadventure purposes.

Cheltenham Girls' High School offers 1 VET course that can be taught at the school

- Sport Coaching (2 unit)

All other VET courses are offered by external providers such as TAFE.

## **Life Skills Courses as part of a Special Program of Study**

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6, in general, should have completed one or more courses based on Life Skills outcomes and content in Years 7–10. Further, participation in a Special Program of Study will be based upon an individual transition-planning process, which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC 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. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2-unit course has a value of 100 marks.

2 units           =     4 hours per week (approximately 120 hours per year)  
                      =     100 marks

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

### 2 UNIT COURSE

This is the **basic** structure for all courses.

### EXTENSION COURSE

Extension study is available in a number of subjects.

Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course, and are available in English, Mathematics, Science, History, Music, some Languages and VET.

**English and Mathematics Extension** Courses are available in Year 11 and Year 12 . Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 (HSC) extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

**Year 12 (HSC) extension courses** in subjects other than English and Mathematics are offered and examined in Year 12 only.

### 1 UNIT COURSE

**Studies of Religion** can be undertaken as either a 1 unit or a 2 unit course. It does count in the ATAR calculation

There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

## NESA REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

- ❖ You must study **a minimum of 12 units** in your Preliminary pattern of study and **a minimum of 10 units** in your HSC pattern of study. Both the Preliminary and HSC pattern of study must include the following:
  - at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English or English Studies.
  - at least three courses of 2 units value or greater
  - at least four subjects
  - At most, 6 units of courses in Science can contribute to Higher School Certificate eligibility.  
(Additional 1 unit of Science extension permitted to be studied in Year 12)
- ❖ All students at Cheltenham Girls High School are required to study a minimum of 12 units of **school delivered courses** for their Preliminary pattern of study.
- ❖ Students wishing to study additional units offered elsewhere (external studies) as part of their 12 units of Preliminary pattern of study, will be required to complete an external course application form and submit it by the due date for subject selections (Monday 29<sup>th</sup> of July).
- ❖ NSW School of Languages, Sydney Distance Education, Secondary College of Languages or TAFE require the student to complete an additional form available from the relevant coordinator. Further details will be provided through 'Year 10 into 11 Subject Selections' google site.

The award of the Higher School Certificate requires that:

- You must complete 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 required Higher School Certificate examinations.
- You must have completed the “*All My Own Work*” program developed by NESA.
- You meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

### **Additional information:**

The NESA publication, *Studying for the New South Wales Higher School Certificate*, contains all the HSC rules and requirements you will need to know.

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 booklet, *University Entry Requirements 2027 Year 10 Booklet*, published by UAC contains 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. The “*University Entry Requirements 2027 for Year 10 students*” Booklet will be available to all Year 10 students in 2024 through their careers lesson.

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.



## HSC BOARD DEVELOPED COURSES

Course name	Unit value	Subject area	Course name	Unit value	Subject area
Aboriginal Studies	2	Aboriginal Studies	Mathematics Advanced	2	Mathematics
Agriculture	2	Agriculture	Mathematics Extension 1 <sup>3</sup>	1/2	Mathematics
Ancient History	2	Ancient History	Mathematics Extension 2	2	Mathematics
Automotive (Examination) <sup>1</sup>	2	Automotive	Modern History	2	Modern History
Biology	2	Biology	Music 1	2	Music
Business Services (Examination) <sup>1</sup>	2	Business Services	Music 2	2	Music
Business Studies	2	Business Studies	Music Extension <sup>4</sup>	1	Music
Chemistry	2	Chemistry	Primary Industries (Examination) <sup>1</sup>	2	Primary Industries
Community and Family Studies	2	Community and Family Studies	Physics	2	Physics
Construction (Examination) <sup>1</sup>		Construction	Retail Services (Examination) <sup>1</sup>	2	Retail Services
Dance	2	Dance	Science Extension <sup>5</sup>	1	Same as corequisite 2-unit science course
Design and Technology	2	Design and Technology	Society and Culture	2	Society and Culture
Drama	2	Drama	Software Engineering	2	Software Engineering
Earth and Environmental Science	2	Earth and Environmental Science	Studies of Religion I <sup>6</sup>	1	Studies of Religion
Economics	2	Economics	Studies of Religion II <sup>6</sup>	2	Studies of Religion
Electrotechnology (Examination) <sup>1</sup>	2	Electrotechnology	Textiles and Design	2	Textiles and Design
Engineering Studies	2	Engineering Studies	Tourism, Travel and Events (Examination) <sup>1</sup>	2	Tourism, Travel and Events
English as an Additional Language or Dialect	2	English	Visual Arts	2	Visual Arts
English Standard	2	English			
English Studies (Examination) <sup>1</sup>	2	English			
English Advanced	2	English			
English Extension 1	1	English			
English Extension 2	1	English			
Enterprise Computing	2	Enterprise Computing			
Entertainment Industry (Examination) <sup>1</sup>	2	Entertainment Industry			
Financial Services (Examination) <sup>1</sup>	2	Financial Services			
Food Technology	2	Food Technology			
Geography	2	Geography			
Health and Movement Science	2	Health and Movement Science			
History Extension <sup>1</sup>	1	Same as corequisite 2-unit history course			
Hospitality – Food and Beverage (Examination) <sup>1</sup>	2	Hospitality			
Hospitality – Kitchen Operation and Cookery (Examination) <sup>2</sup>	2	Hospitality			
Human Services (Examination) <sup>1</sup>	2	Human Services			
Industrial Technology	2	Industrial Technology			
Information and Digital Technology (Examination) <sup>1</sup>	2	Information and Digital Technology			
Investigating Science	2	Investigating Science			
Legal Studies	2	Legal Studies			
Mathematics Standard 1 (Examination) <sup>1</sup>	2	Mathematics			
Mathematics Standard 2	2	Mathematics			
Course name	Unit value	Subject area	Course name	Unit value	Subject area
<b>Languages</b>					
Arabic Continuers	2	Arabic	Arabic Continuers	2	Arabic
Arabic Extension	1	Arabic	Arabic Extension	1	Arabic
Armenian Continuers	2	Armenian	Armenian Continuers	2	Armenian
Chinese Beginners	2	Chinese	Chinese Beginners	2	Chinese
Chinese Continuers	2	Chinese	Chinese Continuers	2	Chinese
Chinese in Context	2	Chinese	Chinese in Context	2	Chinese
Chinese and Literature	2	Chinese	Chinese and Literature	2	Chinese
Chinese Extension	1	Chinese	Chinese Extension	1	Chinese
Classical Greek Continuers	2	Classical Greek	Classical Greek Continuers	2	Classical Greek
Classical Greek Extension	1	Classical Greek	Classical Greek Extension	1	Classical Greek
Classical Hebrew Continuers	2	Classical Hebrew	Classical Hebrew Continuers	2	Classical Hebrew
Classical Hebrew Extension	1	Classical Hebrew	Classical Hebrew Extension	1	Classical Hebrew
Croatian Continuers <sup>7</sup>	2	Croatian	Croatian Continuers <sup>7</sup>	2	Croatian
Dutch Continuers	2	Dutch	Dutch Continuers	2	Dutch
Filipino Continuers	2	Filipino	Filipino Continuers	2	Filipino
French Beginners	2	French	French Beginners	2	French

Course name	Unit value	Subject area
French Continuers	2	French
French Extension	1	French
German Beginners	2	German
German Continuers	2	German
German Extension	1	German
Hindi Continuers	2	Hindi
Hungarian Continuers	2	Hungarian
Indonesian Beginners	2	Indonesian
Indonesian Continuers	2	Indonesian
Indonesian Extension	1	Indonesian
Italian Beginners	2	Italian
Italian Continuers	2	Italian
Italian Extension	1	Italian
Japanese Beginners	2	Japanese
Japanese Continuers	2	Japanese
Japanese in Context	2	Japanese
Japanese Extension	1	Japanese
Khmer Continuers	2	Khmer
Korean Beginners	2	Korean
Korean Continuers	2	Korean
Korean in Context	2	Korean
Korean and Literature	2	Korean
Latin Continuers	2	Latin
Latin Extension	1	Latin
Macedonian Continuers 7	2	Macedonian
Modern Greek Beginners	2	Modern Greek
Modern Greek Continuers	2	Modern Greek
Modern Greek Extension	1	Modern Greek
Modern Hebrew Continuers	2	Modern Hebrew
Persian Continuers	2	Persian
Polish Continuers	2	Polish
Portuguese Continuers	2	Portuguese
Punjabi Continuers	2	Punjabi
Russian Continuers	2	Russian
Serbian Continuers 7	2	Serbian
Spanish Beginners	2	Spanish
Spanish Continuers	2	Spanish
Spanish Extension	1	Spanish
Swedish Continuers	2	Swedish
Tamil Continuers	2	Tamil
Turkish Continuers	2	Turkish
Vietnamese Continuers	2	Vietnamese

## Notes

1. An optional HSC written examination is offered to eligible students. Subject to ATAR rules, you must undertake the optional written examination to have the results from this course available for inclusion in the calculation of your ATAR. Check with your school or the NESA website at [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au) for more information.
2. You can study both Ancient History and Modern History, but there is only one History Extension course. It is considered a course within the subject of either Modern History or Ancient History.
3. The unit value of this course changes depending on whether the course is taken in combination with Mathematics or Mathematics Extension 2.
4. You must study Music 2 if you wish to study Music Extension.
5. You can study more than one science course but there is only one Science Extension course. It is considered a course within one of the following subject areas: Biology, Chemistry, Earth and Environmental Science, Investigating Science, Physics.
6. You may study either Studies of Religion I or Studies of Religion II, but not both.
7. You may study only one of the following languages: Croatian Continuers, Macedonian Continuers, Serbian Continuers.

## HSC BOARD DEVELOPED COURSES continued

### VOCATIONAL EDUCATION AND TRAINING (including External VET (EVET)) COURSES

There are two types of VET Courses

#### 1) VET Industry Curriculum Framework (ICF) Courses

Courses in the VET Curriculum Framework can be studied as Preliminary and /or HSC courses. At least one 240 hour course in each framework will have an optional written examination in which students can choose to undertake so that the result can be included in the calculation of the Australian Tertiary Admission Rank (ATAR).

- Automotive (EVET)
- Business Services (EVET)
- Construction (EVET)
- Electrotechnology (EVET)
- Entertainment Industry (EVET)
- Financial Services (EVET)
- Hospitality (EVET)
- Human Services (EVET)
- Information and Digital Technology (EVET)
- Primary Industries (EVET)
- Retail Services (EVET)
- Tourism, Travel and Events (EVET)

External VET students attend TAFE or a private institution one afternoon per week. Most external VET classes take place during afternoons between 2pm and 6pm at Ryde, Meadowbank or Hornsby TAFE. All equipment and uniforms are provided.

Work Placement (70 hours) is a mandatory HSC requirement of each framework course.

**PLEASE NOTE: The school provides time in the timetable on Monday and Tuesday for external courses. This is because these days generally coincide with TAFEs and external provider programs. If you are offered a choice of days It is recommended that you choose a Monday or Tuesday so that it does not impact your other subjects as greatly.**

#### 2) Non-framework: EVET Board Endorsed Courses

**These courses are available by special application ONLY and are designed specifically for students who are NOT considering an ATAR**

VET courses are available in a broad range of industry areas. Non-framework Board Endorsed Courses contribute to a students' preliminary and/or HSC units but are not accredited towards an ATAR. Please refer to the NESA website below for further details.

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

Sport Coaching will be offered to be studied at CGHS in 2025.

School based Traineeships and Apprenticeships may be available for some courses.

Procedure for applying for TAFE, Bradfield or other relevant courses through the Career's advisors

- Complete the CGHS external course application form. Located outside B1. Wait for the Principal's approval.
- You must then obtain your application form from the Careers Advisor
- When you have completed your form you must return to **the careers advisor who will lodge the form on your behalf from the school.**
- You must adhere to deadlines for applications
- You should discuss your application with your careers teacher and year advisor
- When you have been informed that you have been accepted into your course please make sure you inform the HT Secondary Studies (Ms Lovett) so that your timetable can be prepared.

**Please do not assume participation until your application has been processed and accepted. Students will generally be limited to one external VET course, if it supports vocational needs.**

### **BOARD ENDORSED COURSES offered at CGHS (OTHER THAN VOCATIONAL BECs) in 2025**

<b>COURSE</b>	
Exploring Early Childhood	1 unit
Philosophy	1 unit
Sport, Lifestyle and Recreation Studies	1 unit
Work Studies	2 unit

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

### **NSW SCHOOL OF LANGUAGES, SECONDARY COLLEGE OF LANGUAGES and SYDNEY SCHOOL OF DISTANCE EDUCATION**

With the support of the school, a student may be allowed to enrol in a course delivered outside of the school through either the NSW School of Languages, Secondary College of Languages or the Sydney School of Distance Education. Financial costs are associated with each delivery path.

However before this approval is given the following needs to be considered:

- The NSW School of Languages and Sydney School of Distance Education sets an annual enrolment quota of a **maximum of SIX students** from Years 11 and 12 who may be enrolled from Cheltenham Girls' High School at any one time.
- Students will be required to select 12 units at school in addition to any NSW School of Languages, Secondary College of Languages or Sydney Distance education course. After the change period in **Week 6 Term 1** Year 11 students may then elect to discontinue a subject at school once enrolment is confirmed.
- The course selected for study is not offered at Cheltenham Girls' High School.

- As the course will not be delivered face to face the student and her family must feel confident that she is a self-directed learner, capable of managing and prioritising her study so that progress in achieving learning outcomes is apparent.
- Students and their families need to be aware that whilst the school will provide a quiet place for students to engage in their correspondence work, no direct supervision of students will be provided by Cheltenham Girls High School staff.
- Additionally, selecting a course which is delivered in this way will mean that the students have periods in the school week when they will be expected to attend their correspondence lessons in the library. These are not 'free' periods and no students should use this time for anything other than study of the nominated HSC course.

Students who are interested in studying a language through the NSW School of Languages or Secondary College of Languages are encouraged to speak with the School Librarian for further information.

Students who are interested in studying HSC courses other than languages which are not available at CGHS and would be delivered through the Sydney School of Distance Education are encouraged to speak with the School Librarian for further information.

**All interested students must first complete a CGHS external course application form. These forms can be found outside B1. Once Principal approval has been given, application forms for the relevant course can be submitted to the School Librarian.**

**A subject contribution of \$20 per course per year for consumables such as printing will apply for NSW School of Languages courses and for Sydney School of Distance Education also, if applicable.**

## ASSESSMENT AND REPORTING

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

## Change of course

While it is expected that most students will complete the courses started, a change in course can be approved by the Principal when it is considered to be in the student's best interest. However, the capacity to change is always dependent upon available student vacancies. Thus, it is very important that students make their subject selection after thorough consultation with family and teaching staff.

At Cheltenham Girls' High School students have the opportunity to change course at the start of first term of Year 11(ONLY), **specifically during week 3**. However, where a student wishes to discontinue a course which would involve her studying less than 12 units at school, reviews will be held from Week 6.

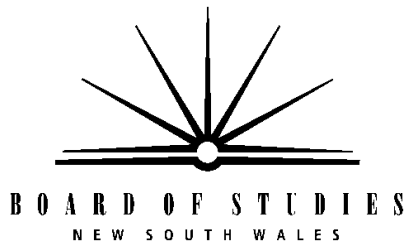
At the commencement of the new school year students are expected to engage conscientiously with the courses they have selected. When, after a period of three weeks, it may become apparent that the student has not chosen wisely there is the opportunity for some change, dependent on available vacancies.

No new courses can be offered at this stage due to staffing constraints. By creating this opportunity at the one time for all students to review their selection it then becomes possible to better meet their needs through creating new vacancies and matching student choices. No student who is so affected is disadvantaged in relation to assessment regimes.

After a minimum of three weeks' engagement with a course both staff and students have the opportunity to gauge the potential for a satisfying and successful program of study. Indeed, it has been our experience that students who may have initially felt that a course did not suit them, find that this is not so once they have made a genuine effort to engage with the course.

## CONSTRAINTS ON CHOICE: Note Carefully

- We will endeavour to allocate you to courses which meet your first choices. However, like every other school we have a practical limit on the availability of staff and other physical and teaching resources. This means that **we cannot guarantee** to place you in the courses that are your **first choices**. We will consult with you directly if you need to make further choices.
- Parents and students should note that in attempting to meet the requirements of as many students as possible, some classes may be staffed on a **reduced face to face** teaching allocation where there are a limited number of students in the class. Such a provision allows the school to offer courses which otherwise could not be provided.
- Some courses require the purchase of special equipment and materials over and above what is provided through the general budget of the school. These extra costs are met by the students choosing these courses. The subject contribution stated is for consumables that students use within the classroom to enhance learning, above the school funded items.



## Higher School Certificate Course Descriptions

This section contains information from two documents downloaded from NESA and is correct at the time of access.

These documents are:

- Higher School Certificate Course Descriptions (dated July 2012) and for New Syllabus courses (dated 2017)
- Summary of HSC examination and assessment requirements from 2010



**Board Developed Courses for the Higher School Certificate by KLA**

**ENGLISH**

English (Standard) .....	18
English (Advanced) .....	20
English Extension 1 & 2 (Year 12 only).....	22
English EAL/D .....	26
English Studies.....	28

**MATHEMATICS**

Mathematics Standard 2.....	30
Mathematics Standard 1.....	32
Mathematics Advanced .....	34
Mathematics Extension 1 .....	36
Mathematics Extension 2 (Year 12 only).....	38

**SCIENCE**

Biology .....	40
Chemistry .....	42
Earth and Environmental Science .....	44
Investigating Science.....	46
Physics .....	48

**HSIE**

Ancient History .....	50
Business Studies.....	53
Economics.....	55
Geography.....	57
History Extension (Year 12 only).....	59
Legal Studies.....	61
Modern History .....	63
Society and Culture .....	66
Studies of Religion 1 .....	68

**PDHPE**

Community and Family Studies.....	70
Health and Movement Science .....	72

**CREATIVE ARTS**

Dance.....	74
Drama.....	76
Music 1 .....	78
Music 2 .....	80
Music Extension (Year 12 only).....	82
Visual Arts .....	84

**TECHNOLOGY**

Design and Technology .....	86
Enterprise Computing.....	88
Food Technology .....	90
Industrial Technology .....	92
Textiles and Design .....	94

**LANGUAGES**

Chinese Beginners.....	96
Chinese Continuers.....	98
Chinese in Context.....	100
Chinese and Literature .....	102
French Beginners .....	104
Japanese Beginners.....	106
Japanese Continuers .....	108
Japanese Extension (Year 12 only).....	110

**VET- Board Endorsed course**

Sport Coaching.....	112
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**CONTENT ENDORSED and SDBEC COURSES**

Exploring Early Childhood.....	113
Philosophy .....	114
Sport, Lifestyle and Recreation Studies.....	115
Work Studies.....	116

<b>Course:</b> English Standard	<b>Board Developed Course</b> <b>Course number(s):</b> 11130 English Standard (2 units – Year 11) and 15130 English Standard (2 units – Year 12)
<b>Exclusions:</b> 11140 English Advanced (2 units – Year 11), 15140 English Advanced (2 units – Year 12), 11165 English EAL/D (2 units – Year 11), 15155 English EAL/D (2 units – Year 12), 11150 English Extension (1 unit – Year 11), 15160 English Extension 1 (1 unit – Year 12), 15170 English Extension 2 (1 unit – Year 12), 30105 English Studies (2 units – Year 11), 15126 English Studies (Exam) (2 units – Year 12), 16601 English Life Skills (2 units – Year 11) and 16601 English Life Skills (2 units – Year 12)	
<b>Subject Contribution:</b> Preliminary - \$5.00 and HSC \$10.00 These contributions are for booklets.	
<b>Course Description:</b> The English Standard course provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Through study of the course modules students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.	
<p><b>Main Topics Covered</b></p> <p><b>Year 11 course</b></p> <ul style="list-style-type: none"> <li>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>In two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> students explore and examine texts and analyse aspects of meaning.</li> </ul> <p><b>Year 12 course</b></p> <ul style="list-style-type: none"> <li>The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>Three additional modules emphasise aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.</li> </ul>	
<p><b>Course Requirements</b></p> <p>Across the English Standard Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>texts with a wide range of cultural, social and gender perspectives.</li> </ul> <p><b>Year 11 course</b> - Students are required to study:</p> <ul style="list-style-type: none"> <li>one complex multimodal or digital text in Module A, <i>Contemporary Possibilities</i>. This may include the study of film.</li> <li>one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>a wide range of additional texts and textual forms.</li> </ul> <p><b>Year 12 course</b> - Students are required to study</p> <ul style="list-style-type: none"> <li>at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts</li> <li>at least two additional prescribed texts from the list provided in Module C: <i>The Craft of Writing</i></li> <li>at least one related text in the Common module: <i>Texts and Human Experiences</i>.</li> </ul>	

# Summary of External and School-Based Assessment

## Year 11 English Standard School-based Assessment Requirements

The components and weightings for Year 11 are mandatory

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

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

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

### Information about the multimodal presentation in English Standard

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

The examination will consist of two written examination papers worth 100 marks.

Key Matters	Actions
The structure, timings and mark values for the HSC examination should directly reflect the mandatory elements of Year 12 school-based assessment requirements.	The structure, timing and mark values for each section of the paper have been reviewed. Changes are reflected in the examination specifications section of the updated Assessment and Reporting documents for each English Stage 6 course. The HSC examination and school-based assessment work together to provide a holistic view of student achievement throughout Year 12. It is not the intention for the HSC examinations to replicate school-based assessment. Examination of the Common Module.
Examination of the Common Module should allow for appropriate comparison and differentiation of student achievement across the three courses.	The examination specifications include common items considered as sufficient to validly compare student achievement across these courses. This will enable accurate reporting of student achievement on a common scale and will encourage students to study the course that best suits their abilities.
Expected lengths of responses indicated in the examination specifications are not sufficient for detailed and sophisticated analysis of texts.	The English HSC examination specifications have been revised to remove suggested word and page length of responses.

<b>Course: English Advanced</b>	<b>Board Developed Course</b> <b>Course number(s):</b> 11140 English Advanced (2 units – Year 11) and 15140 English Advanced (2 units – Year 12)
<b>Exclusions:</b> 11165 English EAL/D (2 units – Year 11), 15155 English EAL/D (2 units – Year 12), 11130 English Standard (2 units – Year 11), 15130 English Standard (2 units – Year 12), 30105 English Studies (2 units – Year 11), 15125 English Studies (2 units – Year 12), 15126 English Studies (Exam) (2 units – Year 12), 16601 English Life Skills (2 units – Year 11) and 16601 English Life Skills (2 units – Year 12)	
<b>Subject Contribution:</b> Preliminary - \$5.00 and HSC \$10.00 These contributions are for booklets.	
<p><b>Course Description</b></p> <p>In the English Advanced course, students continue to explore opportunities to investigate increasingly complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.</p> <p>Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.</p>	
<p><b>What students learn</b></p> <p><b>Year 11 course</b></p> <ul style="list-style-type: none"> <li>● Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study.</li> <li>● Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values.</li> </ul> <p><b>Year 12 course</b></p> <ul style="list-style-type: none"> <li>● The HSC Common Content consists of one module <i>Texts and Human Experiences</i> common to the HSC English Standard, the HSC English Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.</li> <li>● Three additional modules emphasise aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.</li> </ul>	
<p><b>Course requirements</b></p> <p>Across the English Advanced Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>● a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>● texts with a wide range of cultural, social and gender perspectives.</li> </ul> <p><b>Year 11 course</b> - Students are required to study:</p> <ul style="list-style-type: none"> <li>● a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>● a wide range of additional texts and textual forms.</li> </ul> <p><b>Year 12 course</b> - Students are required to study:</p> <ul style="list-style-type: none"> <li>● at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry OR drama. The remaining text may be film <b>or</b> media <b>or</b> a nonfiction text OR may be selected from one of the categories already used</li> <li>● at least two additional prescribed texts from the list provided in <i>Module C: The Craft of Writing</i></li> <li>● at least one related text in the Common module: <i>Texts and Human Experiences</i>.</li> </ul>	

# Summary of External and School-Based Assessment

## Year 11 English Advanced School-based Assessment Requirements

The components and weightings for Year 11 are mandatory

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

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

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

### Information about the multimodal presentation in English Advanced

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

The examination will consist of two written examination papers worth 100 marks.

Key Matters	Actions
The structure, timings and mark values for the HSC examination should directly reflect the mandatory elements of Year 12 school-based assessment requirements.	The structure, timing and mark values for each section of the paper have been reviewed. Changes are reflected in the examination specifications section of the updated Assessment and Reporting documents for each English Stage 6 course. The HSC examination and school-based assessment work together to provide a holistic view of student achievement throughout Year 12. It is not the intention for the HSC examinations to replicate school-based assessment.
Examination of the Common Module should allow for appropriate comparison and differentiation of student achievement across the three courses.	The examination specifications for the Common Module include common items considered as sufficient to validly compare student achievement across these courses. This will enable accurate reporting of student achievement on a common scale and will encourage students to study the course that best suits their abilities. Expect
Expected lengths of responses indicated in the examination specifications are not sufficient for detailed and sophisticated analysis of texts.	The English HSC examination specifications have been revised to remove suggested word and page length of responses.

<p><b>Course:</b> Year 11 English Extension 1 Year 12 English Extension 1 Year 12 English Extension 2</p>	<p><b>Board Developed Course</b> <b>Course number(s):</b> 11150 English Extension (1 unit – Year 11), 15160 English Extension 1 (1 unit – Year 12) and 15170 English Extension 2 (1 unit – Year 12)</p>
<p><b>Prerequisites:</b> 11150 English Extension (1 unit – Year 11) prerequisite for English Extension 1 in Year 12 and 15160 English Extension 1 (1 unit – Year 12) prerequisite for English Extension 2 <b>Corequisites:</b> 11140 English Advanced (2 units – Year 11) and 15140 English Advanced (2 units – Year 12)</p>	
<p><b>Exclusions:</b> 11165 English EAL/D (2 units – Year 11), 15155 English EAL/D (2 units – Year 12), 11130 English Standard (2 units – Year 11), 15130 English Standard (2 units – Year 12), 30105 English Studies (2 units – Year 11), 15125 English Studies (2 units – Year 12), 15126 English Studies (Exam) (2 units – Year 12), 16601 English Life Skills (2 units – Year 11) and 16601 English Life Skills (2 units – Year 12)</p>	
<p><b>Subject Contribution:</b> Preliminary - \$5.00 and HSC \$10.00 These contributions are for booklets.</p>	
<p><b>Course description</b> The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English.</p> <p>Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world.</p> <p>The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.</p>	
<p><b>What students learn</b></p> <p><b>Year 11 course</b> In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module: <i>Texts, Culture and Value</i> as well as a related research project.</p> <p><b>Year 12 course</b> <b>English Extension 1</b> In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The course has one common module, <i>Literary Worlds</i>, with five associated electives. Students must complete one elective chosen from one of the five electives offered for study.</p> <p>The electives are:</p> <ul style="list-style-type: none"> <li>● Literary Homelands</li> <li>● Worlds of Upheaval</li> <li>● Reimagined Worlds</li> <li>● Literary Mindscapes</li> <li>● Intersecting Worlds</li> </ul> <p><b>English Extension 2</b> In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on this process. The course requires students to undertake a composition process to complete a Major Work and Reflection Statement.</p>	

### **Course requirements**

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

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

**Year 11 course** - Students are required to:

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

**Year 12 course**

**English Extension 1** - Students are required to study:

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

**English Extension 2** - Students are required to:

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

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

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

## Summary of external and internal HSC Assessment

The requirements for English Extension 1 are outlined below.

### *Outline of HSC examination specifications*

A written examination of two hours plus 5 minutes reading time.

Section/Part	Marks
Students answer two sustained response questions on their chosen elective, with an expected length of response for each one of around eight examination writing booklet pages (approximately 1000 words).	50 50
	<b>100</b>

Changes from current examination specifications

The expected length for the sustained responses is included as a guide. It is presented as the approximate number of examination writing booklet pages (based on average-sized handwriting), and/or an approximate number of words. Students will not be penalised for responses of excess length: they may write less than or more than what is expected, and their responses will be marked on their merits.

### **HSC Examination Specifications**

The external HSC examination measures student achievement in a range of syllabus outcomes.

Key matters	Actions
The expectations for Section I require clarification.	Sample examination items and marking guidelines clarify expectations for both sections of the examination.
A compulsory creative response should be retained within the examination structure.	The common section will require students to demonstrate their understanding of the Common Module. This provides students with an opportunity to be assessed in a variety of ways, including responding creatively. Section I does not require students to refer to prescribed texts or related texts.
The stipulated response length is inadequate for students considering the time provided, preventing depth of critical thinking, engagement with the texts and a reduction in rigour and academic standards. The purpose of the word limit needs to be explained.	The English HSC examination specifications have been revised to remove suggested word and page length of responses.

### *Outline of internal assessment requirements*

There will be two to three assessment tasks comprising the following components and weightings.

Component	Weighting
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in: <ul style="list-style-type: none"> <li>• complex analysis</li> <li>• sustained composition</li> <li>• independent investigation</li> </ul>	50
	<b>100</b>



## Summary of external and internal HSC Assessment

The following amendments have been made to the assessment and external examination in **English Extension 2**.

### Internal assessment

The components for the internal assessment will be the two course objectives, with equal weighting. The objectives are:

Objective 1: Knowledge and understanding of texts and of why they are valued

Objective 2: Skills in complex analysis composition and investigation

Tasks	Components		Total
	Objective 1	Objective 2	
<b>Viva Voce</b> (including the written proposal for the Major Work)	15	15	<b>30</b>
<b>Literature Review</b>	20	20	<b>40</b>
<b>Critique of the creative process</b>	15	15	<b>30</b>
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

Students will also be required to submit their Major Work Journal at least three times at key points during the course.

### External HSC examination

The Major Work and the Reflection Statement will be awarded separate marks, out of 40 and 10 respectively.

<b>Course: English EAL/D</b>	<b>Board Developed Course</b> <b>Course number(s):</b> 11165 English EAL/D (2 units – Year 11) and 15155 English EAL/D (2 units – Year 12)
<b>Exclusions:</b> 11140 English Advanced (2 units – Year 11), 15140 English Advanced (2 units – Year 12), 11150 English Extension (1 unit – Year 11), 15160 English Extension 1 (1 unit – Year 12), 15170 English Extension 2 (1 unit – Year 12), 11130 English Standard (2 units – Year 11), 15130 English Standard (2 units – Year 12), 30105 English Studies (2 units – Year 11), 15125 English Studies (2 units – Year 12), 15126 English Studies (Exam) (2 units – Year 12), 16601 English Life Skills (2 units – Year 11) and 16601 English Life Skills (2 units – Year 12)	
<b>Eligibility:</b> The English EAL/D course is for students who have been educated in English for five years or less, either in Australia or overseas. The <a href="#">eligibility rules for English EAL/D Stage 6 course</a> are available on the NESA website.	
<b>Subject Contribution:</b> Preliminary - \$5.00 and HSC \$5.00 These contributions are for booklets.	
<b>Course Description</b> The English EAL/D course is designed for students who come from diverse backgrounds and bring a variety of linguistic and cultural experiences to the classroom to develop and consolidate their use, understanding and appreciation of Standard Australian English. 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. The English EAL/D course focuses on the close study of language and meaning and English language learning providing students with opportunities to develop and refine skills in spoken and written English.	
<b>What students learn</b> <b>Year 11 course</b> <ul style="list-style-type: none"> <li>• Students study three modules to acquire, develop and use specific English language skills in their examination and analysis of aspects of shaping meaning. The modules are <i>Language and Texts in Context</i>, <i>Close Study of Text</i> and <i>Texts and Society</i>.</li> <li>• Students may also study an optional teacher-developed module to cater to the needs, interests and abilities of students.</li> </ul> <b>Year 12 course</b> <ul style="list-style-type: none"> <li>• Students study four modules. In Module A, <i>Texts and Human Experiences</i>, students analyse and explore texts and apply skills in synthesis.</li> <li>• Two additional modules, <i>Language Identity Culture</i> and <i>Close Study of Text</i> focus on aspects of shaping meaning and assessing the effectiveness of texts for different audiences and purposes.</li> <li>• The fourth module, <i>Focus on Writing</i>, is studied concurrently throughout the year to develop students' understanding and use of language in developing their own written responses.</li> </ul>	
<b>Course requirements</b> Across the English EAL/D Stage 6 course students are required to study: <ul style="list-style-type: none"> <li>• a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>• a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives.</li> </ul> <b>Year 11 course</b> - Students are required to: <ul style="list-style-type: none"> <li>• study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet</li> <li>• study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• engage in regular wide reading connected to, and described in, each of the modules</li> <li>• engage in speaking and listening components in each module.</li> </ul> <b>Year 12 course</b> - Students are required to: <ul style="list-style-type: none"> <li>• study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry <b>or</b> drama; film <b>or</b> media <b>or</b> nonfiction texts</li> <li>• study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts</li> <li>• study at least one related text in Module A: <i>Texts and Human Experiences</i></li> <li>• engage in speaking and listening components in each module.</li> </ul>	

# Summary of external and internal HSC Assessment

## Year 11 English EAL/D School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

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

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

### Information about the multimodal presentation in English EAL/D

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all modes. A multimodal presentation includes at least one mode other than reading and writing. One of these must be listening but the task may also include speaking and/or viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

Key matters	Actions
Clarification is needed regarding question types and mark allocations.	Revised examination specifications, as well as sample examination items, clarify possible question types and mark allocations.
There are varied views regarding the most appropriate way to assess listening in the English EAL/D course.	The range of consultation feedback was reviewed, and listening will continue to be assessed in the HSC examination. Listening will also form part of the school-based assessment program.

Please Note: an ESL Eligibility Declaration form must be completed for any student seeking entry to the course.

For a student who has had a substantially interrupted education, or little or no formal education in which English was the language of instruction, approval may be sought for up to 12 months to be added to the course entry requirements period. The **principal is required to send a submission**, including the completed declaration form, to NESA providing evidence of the student's individual circumstances

<p><b>Course: English Studies</b></p>	<p><b>Board Developed Course</b>  <b>Course number(s):</b> 30105 English Studies (2 units – Year 11) and 15125 English Studies (2 units – Year 12)  <b>Optional examination:</b> English Studies students who intend to undertake the optional HSC examination must also be enrolled in: 15126 English Studies (2 units – Year 12)</p>
<p><b>Exclusions:</b> 11140 English Advanced (2 units – Year 11), 15140 English Advanced (2 units – Year 12), 11165 English EAL/D (2 units – Year 11), 15155 English EAL/D (2 units – Year 12), 11150 English Extension (1 unit – Year 11), 15160 English Extension 1 (1 unit – Year 12), 15170 English Extension 2 (1 unit – Year 12), 11130 English Standard (2 units – Year 11), 15130 English Standard (2 units – Year 12), 16601 English Life Skills (2 units – Year 11), 16601 English Life Skills (2 units – Year 12)</p>	
<p><b>Subject Contribution:</b> Preliminary - \$5.00 and HSC \$5.00  These contributions are for booklets.</p>	
<p><b>Course description</b>  This course is designed to meet the specific needs of students who wish to refine their skills and knowledge in English and consolidate their literacy skills. The English Studies course provides students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural, academic, community and workplace contexts. Through responding to and composing texts students strengthen their ability to access and comprehend information, assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes.</p>	
<p><b>What students learn</b></p> <p><b>Year 11 course</b>  Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. Students study two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p> <p><b>Year 12 course</b>  The HSC Common Content consists of one module, <i>Texts and Human Experiences</i>, which is also common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis. Students study two to four additional syllabus modules (selected based on their needs and interests). Students may also study an optional teacher-developed module.</p>	
<p><b>Course requirements</b>  Across the English Studies Stage 6 course students are required to study:</p> <ul style="list-style-type: none"> <li>● texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia</li> <li>● a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>● texts with a wide range of cultural, social and gender perspectives</li> <li>● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul> <p><b>Year 11 course and Year 12 course</b> - Students are required to:</p> <ul style="list-style-type: none"> <li>● read, view, listen to and compose a wide range of texts including print and multimodal texts</li> <li>● study at least one substantial print text (for example a novel, biography or drama)</li> <li>● study at least one substantial multimodal text (for example film or a television series)</li> <li>● be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>● develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>● engage with the community through, for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul> <p><b>In addition</b>, students in Year 12 <b>only</b> are required to:</p> <ul style="list-style-type: none"> <li>● study ONE text from the prescribed text list and one related text for the Common Module – <i>Texts and Human Experiences</i>.</li> </ul>	

# Summary of external and internal HSC Assessment

## Year 11 English Studies School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in: <ul style="list-style-type: none"><li>• comprehending texts</li><li>• communicating ideas</li><li>• using language accurately, appropriately and effectively</li></ul>	50
	<b>100</b>

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.

### Information about the collection of classwork in English Studies

The assessment of a collection of classwork is designed to allow students to demonstrate their learning across all of the modules studied in each year. This collection of work may include items of classwork that have been refined as a result of teacher feedback throughout the year. This work may be published in a variety of forms and media.

### Information about the multimodal presentation in English Studies

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

<p><b>Course:</b> Year 11 Mathematics Standard/ Year 12 Mathematics Standard 2</p>	<p><b>Board Developed Course</b> <b>Course number(s):</b> 11236 Mathematics Standard (2 units – Year 11) and 15236 Mathematics Standard 2 (2 units – Year 12)</p>
<p><b>Exclusions:</b> 15231 Mathematics Standard 1 (2 units – Year 12), 15232 Mathematics Standard 1 (Exam) (2 units – Year 12), 11255 Mathematics Advanced (2 units – Year 11), 15255 Mathematics Advanced (2 units – Year 12), 11250 Mathematics Extension (1 unit – Year 11), 15250 Mathematics Extension 1 (1 unit – Year 12), 15260 Mathematics Extension 2 (1 unit – Year 12), 16611 Mathematics Life Skills (2 units – Year 11) and 16611 Mathematics Life Skills (2 units – Year 12)</p>	
<p><b>Prerequisites:</b> The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> <li>● Area and surface area</li> <li>● Financial mathematics</li> <li>● Linear relationships</li> <li>● Non-linear relationships</li> <li>● Right-angled triangles (Trigonometry)</li> <li>● Single variable data analysis</li> <li>● Volume</li> <li>● some content from Equations</li> <li>● some content from Probability.</li> </ul>	
<p><b>Subject Contribution:</b> Preliminary - \$7.00 and HSC \$10.00 These contributions are for booklets.</p>	
<p><b>Course description</b> Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. In Mathematics Standard 2 students extend their mathematical skills beyond Stage 5 without the in-depth knowledge of higher mathematics that the study of calculus would provide. This course prepares students for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.</p>	
<p><b>What students learn</b> - The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>● enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>● provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts using mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>● provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies</li> <li>● provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.</li> </ul>	
<p><b>Year 11 course</b> The Mathematics Standard Year 11 course comprises four Topics, with the Topics divided into Subtopics.</p> <ul style="list-style-type: none"> <li>● <b>Topic: Algebra</b> Formulae and Equations Linear Relationships</li> <li>● <b>Topic: Measurement</b> Applications of Measurement Working with Time</li> <li>● <b>Topic: Financial Mathematics</b> Money Matters</li> <li>● <b>Topic: Statistical Analysis</b> Data Analysis Relative Frequency and Probability</li> </ul>	<p><b>Year 12 course</b> The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic ‘Networks’.</p> <ul style="list-style-type: none"> <li>● <b>Topic: Algebra</b> Types of Relationships</li> <li>● <b>Topic: Measurement</b> Non-right-angled Trigonometry Rates and Ratios</li> <li>● <b>Topic: Financial Mathematics</b> Investments and Loans Annuities</li> <li>● <b>Topic: Statistical Analysis</b> Bivariate Data Analysis The Normal Distribution</li> <li>● <b>Topic: Networks</b> Network Concepts Critical Path Analysis</li> </ul>

# Summary of External and School-Based Assessment

## Year 11 Mathematics Standard School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style, utilising technology, with a weighting of 20–30%.

## Year 12 Mathematics Standard 2 School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be investigation-style, utilising technology, with a weighting of 15–30%.

## HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

All students studying Mathematics Standard 2 will sit for an HSC examination.

The time allowed is 2 hours and 30 minutes plus 10 minutes reading time. NESA approved calculators, a pair of compasses and a protractor may be used.

<p><b>Course:</b> Year 11 Mathematics Standard/ Year 12 Mathematics Standard 1</p>	<p><b>Board Developed Course</b> <b>Course number(s):</b> 11236 Mathematics Standard (2 units – Year 11) and 15231 Mathematics Standard 1 (2 units – Year 12)</p>
<p><b>Optional examination:</b> Mathematics Standard students who intend to undertake the optional HSC examination must also be enrolled in this course: 15232 Mathematics Standard 1 (2 units – Year 12)</p>	
<p><b>Exclusions:</b> 15236 Mathematics Standard 2 (2 units – Year 12), 11255 Mathematics Advanced (2 units – Year 11), 15255 Mathematics Advanced (2 units – Year 12), 11250 Mathematics Extension (1 unit – Year 11), 15250 Mathematics Extension 1 (1 unit – Year 12), 15260 Mathematics Extension 2 (1 unit – Year 12), 16611 Mathematics Life Skills (2 units – Year 11), 16611 Mathematics Life Skills (2 units – Year 12)</p>	
<p><b>Prerequisites:</b> The Mathematics Standard 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2:</p> <ul style="list-style-type: none"> <li>● Area and surface area</li> <li>● Financial mathematics</li> <li>● Linear relationships</li> <li>● Non-linear relationships</li> <li>● Right-angled triangles (Trigonometry)</li> <li>● Single variable data analysis</li> <li>● Volume</li> <li>● some content from Equations</li> <li>● some content from Probability.</li> </ul>	
<p><b>Subject Contribution:</b> Preliminary - \$7.00 and HSC \$10.00 These contributions are for booklets</p>	
<p><b>Course description</b> Mathematics Standard students use mathematics to make informed decisions in their daily lives. Students develop understanding and competence in mathematics through real-world applications. These skills can be used in a range of concurrent HSC subjects. Mathematics Standard 1 improves numeracy by building student confidence and making mathematics meaningful. Numerate students can manage situations or solve problems in everyday life, work or further learning.</p>	
<p><b>What students learn</b> - The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>● enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>● provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>● provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.</li> </ul>	
<p><b>Year 11 course</b> The Mathematics Standard Year 11 course content comprises four Topics, with the Topics divided into Subtopics:</p> <ul style="list-style-type: none"> <li>● <b>Topic: Algebra</b> Formulae and Equations Linear Relationships</li> <li>● <b>Topic: Measurement</b> Applications of Measurement Working with Time</li> <li>● <b>Topic: Financial Mathematics</b> Money Matters</li> <li>● <b>Topic: Statistical Analysis</b> Data Analysis Relative Frequency and Probability</li> </ul>	<p><b>Year 12 course</b> The Mathematics Standard 1 Year 12 course content includes the same four Topics and the additional Topic 'Networks'. The Topics and Subtopics are:</p> <ul style="list-style-type: none"> <li>● <b>Topic: Algebra</b> Types of Relationships</li> <li>● <b>Topic: Measurement</b> Right-angled Triangles Rates Scale Drawings</li> <li>● <b>Topic: Financial Mathematics</b> Investment Depreciation and Loans</li> <li>● <b>Topic: Statistical Analysis</b> Further Statistical Analysis</li> <li>● <b>Topic: Networks</b> Networks and Paths</li> </ul>



## Summary of External and School-Based Assessment

### Year 11 Mathematics Standard School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style, using technology, with a weighting of 20–30%.

### Year 12 Mathematics Standard 1 School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be investigation-style, utilising technology, with a weighting of 15–30%.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

Students studying Mathematics Standard 1 may elect to undertake an optional HSC examination. The examination mark may be used by the Universities Admissions Centre (UAC) to contribute to the student's Australian Tertiary Admission Rank (ATAR).

The time allowed is 2 hours plus 10 minutes reading time. NESA approved calculators, a pair of compasses and a protractor may be used.

<p><b>Course: Mathematics Advanced</b></p>	<p><b>Board Developed Course</b>  <b>Course number(s):</b> 11255 Mathematics Advanced (2 units – Year 11) and 15255 Mathematics Advanced (2 units – Year 12)</p>
<p><b>Prerequisites:</b> The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, and the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> <li>● Algebraic techniques</li> <li>● Surds and indices</li> <li>● Equations</li> <li>● Linear relationships</li> <li>● Trigonometry and Pythagoras’ theorem</li> <li>● Single variable data analysis</li> </ul> <p>and at least some of the content from the following substrands of Stage 5.3:</p> <ul style="list-style-type: none"> <li>● Non-linear relationships</li> <li>● Properties of Geometrical Shapes, Congruence and Similarity</li> <li>● Functions</li> <li>● Logarithms</li> <li>● Polynomials</li> </ul>	
<p><b>Exclusions:</b> 11236 Mathematics Standard (2 units – Year 11), 15231 Mathematics Standard 1 (2 units – Year 12), 15232 Mathematics Standard 1 (Exam) (2 units – Year 12), 15236 Mathematics Standard 2 (2 units – Year 12), 16611 Mathematics Life Skills (2 units – Year 11), 16611 Mathematics Life Skills (2 units – Year 12)</p>	
<p><b>Subject Contribution:</b> Preliminary - \$7.00 and HSC \$7.00 - These contributions are for booklets.</p>	
<p><b>Course description</b>  The Mathematics Advanced course is a calculus-based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. All students studying the Mathematics Advanced course will sit for an HSC examination.</p>	
<p><b>What students learn</b> - The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> <li>● enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>● provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs</li> <li>● provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning</li> <li>● provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role</li> <li>● provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</li> </ul>	
<p><b>Year 11 course</b>  The Mathematics Advanced Year 11 course content comprises five Topics, with the Topics divided into Subtopics.</p> <ul style="list-style-type: none"> <li>● <b>Topic: Functions</b> -Working with Functions</li> <li>● <b>Topic: Trigonometric Functions</b> Trigonometry and Measure of Angles Trigonometric Functions and Identities</li> <li>● <b>Topic: Calculus</b> Introduction to Differentiation</li> <li>● <b>Topic: Exponential and Logarithmic Functions</b> Logarithms and Exponentials</li> <li>● <b>Topic: Statistical Analysis</b> Probability and Discrete Probability Distributions</li> </ul>	<p><b>Year 12 course</b>  The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic ‘Financial Mathematics’ in place of ‘Exponential and Logarithmic Functions’.</p> <ul style="list-style-type: none"> <li>● <b>Topic: Functions</b> -Graphing Techniques</li> <li>● <b>Topic: Trigonometric Functions</b> Trigonometric Functions and Graphs</li> <li>● <b>Topic: Calculus</b> Differential Calculus, The Second Derivative and Integral Calculus</li> <li>● <b>Topic: Financial Mathematics</b> Modelling Financial Situations</li> <li>● <b>Topic: Statistical Analysis</b> Descriptive Statistics and Bivariate Data Analysis and Random Variables</li> </ul>

## Summary of External and School-Based Assessment

### Year 11 Mathematics Advanced School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be investigation-style, utilising technology, with a weighting of 20–30%.

### Year 12 Mathematics Advanced School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be investigation-style, utilising technology, with a weighting of 15–30%.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

All students studying Mathematics Advanced will sit for an HSC examination.

The time allowed is 3 hours plus 10 minutes reading time. NESA approved calculators may be used.

<p><b>Course: Mathematics Extension 1</b> <b>(1 unit course)</b></p>	<p><b>Board Developed Course</b> <b>Course number(s):</b> 11250 Mathematics Extension (1 unit – Year 11) and 15250 Mathematics Extension 1 (1 unit – Year 12)</p>
<p><b>Exclusions:</b> 11236 Mathematics Standard (2 units – Year 11), 15231 Mathematics Standard 1 (2 units – Year 12), 15232 Mathematics Standard 1 (Exam) (2 units – Year 12), 15236 Mathematics Standard 2 (2 units – Year 12), 16611 Mathematics Life Skills (2 units – Year 11), 16611 Mathematics Life Skills (2 units – Year 12)</p>	
<p><b>Prerequisites:</b> The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the <i>Mathematics Years 7–10 Syllabus</i> and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the substrands:</p> <ul style="list-style-type: none"> <li>● Polynomials</li> <li>● Logarithms</li> <li>● Functions and Other Graphs</li> <li>● Circle Geometry</li> </ul>	
<p><b>Corequisites:</b> 11255 Mathematics Advanced (2 units – Year 11) and 15255 Mathematics Advanced (2 units – Year 12)</p>	
<p><b>Subject Contribution:</b> Preliminary - \$7.00 and HSC \$7.00 These contributions are for booklets.</p>	
<p><b>Course description</b> Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p>	
<p><b>What students learn</b> - The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> <li>● enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>● provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively</li> <li>● provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality</li> <li>● provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level</li> <li>● provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>	
<p><b>Year 11 Course</b> The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics.</p> <ul style="list-style-type: none"> <li>● <b>Topic: Functions</b> Further Work with Functions Polynomials</li> <li>● <b>Topic: Trigonometric Functions</b> Inverse Trigonometric Functions Further Trigonometric Identities</li> <li>● <b>Topic: Calculus</b> Rates of Change</li> <li>● <b>Topic: Combinatorics</b> Working with Combinatorics</li> </ul>	<p><b>Year 12 Course</b> The Mathematics Extension 1 Year 12 course content includes the Topics 'Trigonometric Functions' and 'Calculus' continued from Year 11 and introduces three different Topics.</p> <ul style="list-style-type: none"> <li>● <b>Topic: Proof</b> Proof by Mathematical Induction</li> <li>● <b>Topic: Vectors</b> Introduction to Vectors</li> <li>● <b>Topic: Trigonometric Functions</b> Trigonometric Equations</li> <li>● <b>Topic: Calculus</b> Further Calculus Skills Applications of Calculus</li> <li>● <b>Topic: Statistical Analysis</b> The Binomial Distribution</li> </ul>

## Summary of External and School-Based Assessment

### Year 11 Mathematics Extension 1 School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be investigation-style, utilising technology, with a weighting of 20–30%.

### Year 12 Mathematics Extension 1 School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be investigation-style, utilising technology, with a weighting of 15–30%.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

All students studying Mathematics Extension 1 will sit for an HSC examination.

The time allowed is 2 hours plus 10 minutes reading time. NESA approved calculators may be used.

<p><b>Course: Mathematics Extension 2</b> <b>(1 unit course – Year 12 only)</b></p>	<p><b>Board Developed Course</b> <b>Course number(s):</b> 15260 Mathematics Extension 2 (1 unit – Year 12)</p>
<p>Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course - 11236 Mathematics Standard (2 units – Year 11), 15231 Mathematics Standard 1 (2 units – Year 12), 15232 Mathematics Standard 1 (Exam) (2 units – Year 12), 15236 Mathematics Standard 2 (2 units – Year 12), 16611 Mathematics Life Skills (2 units – Year 11) and 16611 Mathematics Life Skills (2 units – Year 12)</p>	
<p><b>Prerequisites:</b> The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced Year 12 course and the Mathematics Extension 1 Year 12 course.</p>	
<p><b>Corequisites:</b> 11255 Mathematics Advanced (2 units – Year 11), 15255 Mathematics Advanced (2 units – Year 12), 11250 Mathematics Extension (1 unit – Year 11) and 15250 Mathematics Extension 1 (1 unit – Year 12)</p>	
<p><b>Subject Contribution:</b> HSC \$10.00 This contribution is for booklets.</p>	
<p><b>Course description</b> Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration. Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Stage 6 courses form a continuum. All students studying the Mathematics Extension 2 course will sit for an HSC examination.</p>	
<p><b>What students learn</b> - The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> <li>● enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely</li> <li>● provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration</li> <li>● provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts</li> <li>● provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level</li> <li>● provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics.</li> </ul>	
<p><b>Year 12 course</b> The Mathematics Extension 2 course comprises five Topics, with the Topics divided into Subtopics.</p> <ul style="list-style-type: none"> <li>● <b>Topic: Proof</b> The Nature of Proof Further Proof by Mathematical Induction</li> <li>● <b>Topic: Vectors</b> Further Work with Vectors</li> <li>● <b>Topic: Complex Numbers</b> Introduction to Complex Numbers Using Complex Numbers</li> <li>● <b>Topic: Calculus</b> Further Integration</li> <li>● <b>Topic: Mechanics</b> Applications of Calculus to Mechanics</li> </ul>	

# Summary of External and School-Based Assessment

## Year 12 Mathematics Extension 2 School-based Assessment Requirements

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be investigation-style, with a weighting of 15–30%.

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

All students studying Mathematics Extension 2 will sit for an HSC examination.

The time allowed is 3 hours plus 10 minutes reading time. NESA approved calculators may be used.

<b>Course:</b> Biology	<b>Board Developed Course</b> <b>Course no:</b> 11030 Biology (2 units – Year 11) and 15030 Biology (2 units – Year 12)
<b>Exclusions:</b> 16644 Living World Science Life Skills (2 units – Year 11) and 16644 Living World Science Life Skills (2 units – Year 12)	
<b>Subject Contribution:</b> Preliminary - \$20.00 and HSC \$20.00 These contributions are for additional practical consumables	
<p><b>Course description</b></p> <p>The Year 11 course investigates cellular structure and provides a basis for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and on biodiversity. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics, in Year 11 may choose to study Science Extension in Year 12.</p>	
<p><b>What students learn</b></p> <p><b>Year 11 course</b> - The Year 11 course consists of four modules:</p> <ul style="list-style-type: none"> <li>● <b>Module 1</b> Cells as the Basis of Life</li> <li>● <b>Module 2</b> Organisation of Living Things</li> <li>● <b>Module 3</b> Biological Diversity</li> <li>● <b>Module 4</b> Ecosystem Dynamics</li> </ul> <p><b>Year 12 course</b> - The Year 12 course consists of four modules:</p> <ul style="list-style-type: none"> <li>● <b>Module 5</b> Heredity</li> <li>● <b>Module 6</b> Genetic Change</li> <li>● <b>Module 7</b> Infectious Disease</li> <li>● <b>Module 8</b> Non-infectious Disease and Disorders</li> </ul>	
<p><b>Course requirements</b></p> <p>Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>	



# Summary of External and School-Based Assessment

## Year 11 Biology School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

## Year 12 Biology School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

## HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

<b>Course:</b> Chemistry	<b>Board Developed Course</b> <b>Course No:</b> 11050 Chemistry (2 units – Year 11) and 15050 Chemistry (2 units – Year 12)
<b>Exclusions:</b> 16648 Chemical World Science Life Skills (2 units – Year 11) and 16648 Chemical World Science Life Skills (2 units – Year 12)	
<b>Subject Contribution:</b> Preliminary - \$20.00 and HSC \$20.00 These contributions are for additional practical consumables and booklets	
<b>Course description</b> The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes. The Year 12 course builds on the concepts introduced in Year 11 by examining particular classes of chemicals, processes and a variety of chemical reactions which incorporate organic compounds and acid/base equilibrium reactions. The course challenges students to apply this knowledge to the investigation of a range of methods used in identifying and measuring quantities of chemicals, which leads to an understanding of the structure, properties and trends of and between classes of chemicals. Students who have shown an achievement in, and/or aptitude for, any of the Stage 6 Science courses: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11 may choose to study Science Extension in Year 12.	
<b>What students learn</b>	
<b>Year 11 course</b> The Year 11 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 1</b> Properties and Structure of Matter</li> <li>● <b>Module 2</b> Introduction to Quantitative Chemistry</li> <li>● <b>Module 3</b> Reactive Chemistry</li> <li>● <b>Module 4</b> Drivers of Reactions</li> </ul>	<b>Year 12 course</b> The Year 12 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 5</b> Equilibrium and Acid Reactions</li> <li>● <b>Module 6</b> Acid/base Reactions</li> <li>● <b>Module 7</b> Organic Chemistry</li> <li>● <b>Module 8</b> Applying Chemical Ideas</li> </ul>
<b>Course requirements</b> Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.	

## Summary of External and School-Based Assessment

### Year 11 Chemistry School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### Year 12 Chemistry School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes

<b>Course:</b> Earth and Environmental Science	<b>Board Developed Course</b> <b>Course No:</b> 11100 Earth and Environmental Science (2 units – Year 11) and 15100 Year 12 Earth and Environmental Science (2 units – Year 12)
<b>Exclusions:</b> 16649 Earth and Space Science Life Skills (2 units – Year 11) and 16649 Earth and Space Science Life Skills (2 units – Year 12)	
<b>Subject Contribution:</b> Preliminary - \$20.00 and HSC \$20.00 These contributions are for additional practical consumables	
<b>Course description</b> The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations and includes the study of human impact on the Earth’s resources and its surface. The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered, which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.	
<b>What students learn</b>	
<b>Year 11 course</b> - The Year 11 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 1</b> Earth’s Resources</li> <li>● <b>Module 2</b> Plate Tectonics</li> <li>● <b>Module 3</b> Energy Transformations</li> <li>● <b>Module 4</b> Human Impacts</li> </ul>	<b>Year 12 course</b> - The Year 12 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 5</b> Earth’s Processes</li> <li>● <b>Module 6</b> Hazards</li> <li>● <b>Module 7</b> Climate Science</li> <li>● <b>Module 8</b> Resource Management</li> </ul>
<b>Course requirements</b> Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is mandated in both Year 11 and Year 12 and is an integral part of the learning process.	

## Summary of External and School-Based Assessment

### Year 11 Earth and Environmental Science School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### Year 12 Earth and Environmental Science School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

<b>Course:</b> Investigating Science	<b>Board Developed Course</b> <b>Course No:</b> 11215 Investigating Science (2 units – Year 11) and 15215 Investigating Science (2 units – Year 12)
<b>Exclusions:</b> 16642 Investigating Science Life Skills (2 units – Year 11) and 16642 Investigating Science Life Skills (2 units – Year 12)	
<b>Subject Contribution:</b> Preliminary - \$20.00 and HSC \$20.00 These contributions are for additional practical consumables	
<b>Course</b> The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws. The Year 12 course builds on the skills and concepts learnt in Year 11 with students conducting their own scientific investigations and communicating their findings in scientific reports. Students are provided with the opportunity to examine the interdependent relationship between science and technology and apply their knowledge, understanding and skills to scientifically examine a claim. The course concludes with students exploring the ethical, social, economic and political influences on science and scientific research in the modern world.	<b>description</b>
<b>What students learn</b>	
<b>Year 11 course</b> The Year 11 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 1</b> Cause and Effect – Observing</li> <li>● <b>Module 2</b> Cause and Effect – Inferences and Generalisations</li> <li>● <b>Module 3</b> Scientific Models</li> <li>● <b>Module 4</b> Theories and Laws</li> </ul>	<b>Year 12 course</b> The Year 12 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 5</b> Scientific Investigations</li> <li>● <b>Module 6</b> Technologies</li> <li>● <b>Module 7</b> Fact or Fallacy?</li> <li>● <b>Module 8</b> Science and Society</li> </ul>
<b>Course requirements</b> Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year	

## Summary of External and School-Based Assessment

### Year 11 Investigating Science School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### Year 12 Investigating Science School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

<b>Course: Physics</b>	<b>Board Developed Course</b> <b>Course No:</b> 11310 Physics (2 units – Year 11/12) and 15330 Physics (2 units – Year 11/12)
<b>Exclusions:</b> 16646 Physical World Science Life Skills (2 units – Year 11) and 16646 Physical World Science Life Skills (2 units – Year 12)	
<b>Subject Contribution:</b> Preliminary - \$20.00 and HSC \$20.00 These contributions are for additional practical consumables	
<b>Course Description</b> The Year 11 course develops students’ knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms, and how we describe and measure electricity and magnetism and their interrelated effects. The Year 12 course provides avenues for students to apply the concepts introduced in Year 11 and to motion in two dimensions, electromagnetism, the nature of light, and the atomic properties of matter.	
<b>What students learn</b>	
<b>Year 11 Course</b> The Year 11 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 1</b> Kinematics</li> <li>● <b>Module 2</b> Dynamics</li> <li>● <b>Module 3</b> Waves and Thermodynamics</li> <li>● <b>Module 4</b> Electricity and Magnetism</li> </ul>	<b>Year 12 Course</b> The Year 12 course consists of four modules: <ul style="list-style-type: none"> <li>● <b>Module 5</b> Advanced Mechanics</li> <li>● <b>Module 6</b> Electromagnetism</li> <li>● <b>Module 7</b> The Nature of Light</li> <li>● <b>Module 8</b> From the Universe to the Atom</li> </ul>
<b>Course requirements</b> Students are provided with 15 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.	



## Summary of External and School-Based Assessment

### Year 11 Physics School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### Year 12 Physics School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%

### HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

<p><b>Course:</b> Ancient History</p>	<p><b>Board Developed Course</b>  <b>Course No:</b> 11020 Ancient History (2 units – Year 11) and 15020 Ancient History (2 units – Year 12)</p>
<p><b>Exclusions:</b> 16672 Ancient History Life Skills (2 units – Year 11), 16672 Ancient History Life Skills (2 units – Year 12), 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient History is undertaken within the course), 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient History is undertaken within the course)</p>	
<p><b>Subject Contribution:</b> Year 11 \$5.00 and HSC \$7.00  These contributions are for booklets and consumables</p>	
<p><b>Course Description</b>  The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.  The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.</p>	
<p><b>What students learn</b>  <b>Year 11 course</b> - The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>● <b>Investigating Ancient History</b> - Students undertake at least one option from ‘The Nature of Ancient History’, and at least two case studies</li> <li>● <b>Features of Ancient Societies</b> - Students study at least two ancient societies</li> <li>● <b>Historical Investigation</b></li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p><b>Year 12 course</b> - The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>● <b>Core Study</b> - Cities of Vesuvius – Pompeii and Herculaneum</li> <li>● <b>One ‘Ancient Societies’ topic</b></li> <li>● <b>One ‘Personalities in their Times’ topic</b></li> <li>● <b>One ‘Historical Periods’ topic</b></li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p><b>Course requirements</b>  <b>Year 11 course</b> - In the Year 11 course, students undertake at least TWO case studies.</p> <ul style="list-style-type: none"> <li>● One must be from Egypt, Greece, Rome or Celtic Europe, and</li> <li>● One must be from Australia, Asia, the Near East or the Americas.</li> </ul> <p><b>Year 12 course</b> - The course requires study from at least TWO of the following areas:</p> <ul style="list-style-type: none"> <li>● Egypt</li> <li>● Near East</li> <li>● China</li> <li>● Greece</li> <li>● Rome</li> </ul> <p>See the <a href="#">Ancient History Stage 6 syllabus</a> for further information regarding course requirements.</p>	

## Summary of External and School-Based Assessment

The year 11 Ancient History components and weightings are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%.

### Year 12 Ancient History school based requirements

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%\*

#### \*Information about the Historical Analysis in Ancient History

The Historical Analysis provides students with the opportunity to focus on an historical question, issue or controversy of interest, and to develop a reasoned argument, supported by evidence. It may occur in or across any of the topics selected for study. The Historical Analysis may be presented in written, oral or multimodal form, must be completed individually, be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form, address relevant syllabus outcomes, and relate to a topic or topics studied in the *Ancient History Stage 6 Syllabus*.

### HSC Examination Specifications

The examination will consist of a written paper worth 100 marks.

The time allowed is 3 hours plus 5 minutes reading time.

The paper will consist of four sections.

Questions may include sources and/or interpretations.

Questions may examine content from the Survey and Focus of study.

Section/Part	Marks
<b>Section I: Core Cities of Vesuvius, Pompeii and Herculaneum</b> <ul style="list-style-type: none"><li>• There will be three or four questions.</li><li>• This section will require candidates to analyse and interpret sources and apply their own knowledge.</li><li>• One question will be worth 10 to 15 marks.</li><li>• Candidates will be required to answer all questions.</li></ul>	25
<b>Section II: Ancient Societies</b> <ul style="list-style-type: none"><li>• There will be one question for each of the eight topics</li><li>• Questions will contain three or four parts.</li><li>• One part will be worth 10 to 15 marks.</li></ul>	25
<b>Section III: Personalities in their Times</b> <ul style="list-style-type: none"><li>• There will be one question for each of the ten topics</li><li>• Questions will contain two or three parts.</li><li>• At least one part will be worth 10 to 15 marks.</li></ul>	25
<b>Section IV: Historical Periods</b> <ul style="list-style-type: none"><li>• There will be one extended-response question for each of the ten topic options.</li><li>• Each question will have two alternatives.</li><li>• Candidates will be required to answer one alternative on the topic they have studied.</li><li>• The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).</li></ul>	25

<b>Course: Business Studies</b>	<b>Board Developed Course</b> <b>Course No:</b> 11040 Business Studies (2 units – Preliminary) and 15040 Business Studies (2 units – HSC)
<b>Exclusions:</b> 16688 Business and Economics Life Skills (2 units – Preliminary), 16688 Business and Economics Life Skills (2 units – HSC), 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Business and Economics is undertaken within the course) and 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Business and Economics is undertaken within the course)	
<b>Subject Contribution:</b> Preliminary - \$5.00 and HSC - \$10.00 These contributions are for course resources, work booklets and consumables	
<p><b>Course Description</b></p> <p>Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. 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. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>	
<p><b>What students learn</b></p> <p><b>Preliminary course</b></p> <ul style="list-style-type: none"> <li>● <b>Nature of business:</b> The role and nature of business</li> <li>● <b>Business management:</b> The nature and responsibilities of management</li> <li>● <b>Business planning:</b> Establishing and planning a small to medium enterprise</li> </ul> <p><b>HSC course</b></p> <ul style="list-style-type: none"> <li>● <b>Operations:</b> Strategies for effective operations management</li> <li>● <b>Marketing:</b> Development and implementation of successful marketing strategies</li> <li>● <b>Finance:</b> Financial information in the planning and management of business</li> <li>● <b>Human resources:</b> Human resource management and business performance</li> </ul>	
<p><b>Course requirements</b></p> <p>See the Business Studies Stage 6 syllabus for information regarding course requirements.</p>	

## Summary of External and School-Based Assessment

### Outline of HSC examination specifications

A written examination of three (3) hours plus five (5) minutes reading time

Section/Part	Marks
<b>Section I</b> <ul style="list-style-type: none"> <li>20 Objective Response questions</li> </ul>	20
<b>Section II</b> <ul style="list-style-type: none"> <li>4-6 short-answer questions</li> <li>Questions may be in parts</li> <li>There will be approximately 12 items in total.</li> </ul>	40
<b>Section III</b> <ul style="list-style-type: none"> <li>There will be one question that requires an extended response in a business report format.</li> <li>This question will incorporate elements from across topics in the HSC course.</li> <li>The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).</li> </ul>	20
<b>Section IV</b> <ul style="list-style-type: none"> <li>There will be two extended-response questions.</li> <li>Candidates will be required to answer one question.</li> <li>Each question will be drawn from a different topic in the HSC course.</li> <li>The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).</li> </ul>	20
	100

### Internal Assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20
<b>100</b>	

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

- a maximum of four (4) assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

<b>Course:</b> Economics	<b>Board Developed Course</b> <b>Course No:</b> 11110 Economics (2 units – Preliminary) and 15110 Economics (2 units – HSC)
<b>Exclusions:</b> 16688 Business and Economics Life Skills (2 units – Preliminary), 16688 Business and Economics Life Skills (2 units – HSC), 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Business and Economics is undertaken within the course) and 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Business and Economics is undertaken within the course)	
<b>Subject Contribution:</b> Preliminary \$5.00 and HSC - \$10.00 These contributions are for course resources, work booklets and consumables	
<b>Course Description</b> Economics provides 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 affect 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.	
<b>What students learn</b> <b>Preliminary course</b> <ul style="list-style-type: none"> <li>● <b>Introduction to Economics:</b> The nature of economics and the operation of an economy</li> <li>● <b>Consumers and Business:</b> The role of consumers and business in the economy</li> <li>● <b>Markets:</b> The role of markets, demand, supply and competition</li> <li>● <b>Labour Markets:</b> The workforce and role of labour in the economy</li> <li>● <b>Financial Markets:</b> The financial market in Australia, including the share market</li> <li>● <b>Government in the Economy:</b> The role of government in the Australian economy</li> </ul> <b>HSC course</b> <ul style="list-style-type: none"> <li>● <b>The Global Economy:</b> Features of the global economy and globalisation</li> <li>● <b>Australia's Place in the Global Economy:</b> Australia's trade and finance</li> <li>● <b>Economic Issues:</b> Issues including growth, unemployment, inflation, wealth and management</li> <li>● <b>Economic Policies and Management:</b> The range of policies to manage the economy</li> </ul>	
<b>Course requirements</b> See the Economics Stage 6 syllabus for information regarding course requirements.	

## Summary of External and School-Based Assessment

### Outline of HSC examination specifications

A written examination of three (3) hours plus five (5) minutes reading time

Section/Part	Marks
<b>Section I</b> <ul style="list-style-type: none"> <li>20 Objective Response questions</li> </ul>	20
<b>Section II</b> <ul style="list-style-type: none"> <li>Short-answer questions</li> </ul>	40
<b>Section III</b> <ul style="list-style-type: none"> <li>Two stimulus-based extended response questions</li> <li>Students answer ONE question with an expected length of response of around six (6) examination writing booklet pages (approximately 800 words)</li> </ul>	20
<b>Section IV</b> <ul style="list-style-type: none"> <li>There will be two extended-response questions.</li> <li>Candidates will be required to answer one question.</li> <li>The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).</li> </ul>	20
	100

### Internal Assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of economic information, ideas and issues in appropriate forms	20
	<b>100</b>

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

- a maximum of four (4) assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%



<b>Course: Geography</b>	<b>Board Developed Course</b> <b>Course No:</b> 11190 Geography (2 units – Preliminary) and 15190 Geography (2 units – HSC)
<b>Exclusions:</b> 16690 Geography Life Skills (2 units – Preliminary), 16690 Geography Life Skills (2 units – HSC), 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Geography is undertaken within the course) and 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Geography is undertaken within the course)	
<b>Subject Contribution: Preliminary</b> - \$5.00 and HSC \$10.00 These contributions are for course resources, work booklets and consumables	
<b>Course Description</b> The Preliminary course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.  The HSC course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, ecosystems and global biodiversity.	
<b>What students learn</b> <b>Preliminary course</b> <ul style="list-style-type: none"> <li>● <b>Earth’s natural systems:</b> Students investigate the diverse landscapes of the Earth’s surface and its distinctive physical features.</li> <li>● <b>People, patterns and processes:</b> Students investigate evidence of human diversity across the Earth’s surface. Students develop an understanding of how culture influences places.</li> <li>● <b>Human–environment interactions:</b> Students investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity</li> <li>● <b>Geographical Investigation:</b> Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.</li> </ul> <b>HSC course</b> <ul style="list-style-type: none"> <li>● <b>Global sustainability:</b> Students investigate sustainability in the contemporary world, including principles of, and actions for, sustainability.</li> <li>● <b>Rural and urban places:</b> Students investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.</li> <li>● <b>Ecosystems and global biodiversity:</b> Students investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.</li> </ul> <b>Key concepts incorporated across all topics:</b> change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.	
<b>Course requirements</b> Students complete a Geographical Investigation in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. See the Geography Stage 6 syllabus for further information regarding course requirements.	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

A written examination of 3 hours plus 5 minutes reading time.

Section/Part	Marks
<b>Section I</b> <ul style="list-style-type: none"> <li>15 Objective Response questions</li> <li>Questions may require candidates to refer to the stimulus booklet and to apply geographical skills and tools</li> </ul>	15
<b>Section II</b> <ul style="list-style-type: none"> <li>There will be 4–6 short-answer questions.</li> <li>Questions may contain parts</li> <li>There will be 10–14 items in total</li> <li>There will be at least one item, worth 5–8 marks, that requires integration of knowledge from more than one focus area.</li> <li>Questions may require students to refer to the stimulus booklet and to apply geographical skills and tools.</li> </ul>	45
<b>Section III</b> <ul style="list-style-type: none"> <li>There will be one structured extended-response question on EITHER Rural and urban places OR Ecosystems and global biodiversity</li> <li>The structured extended-response question will have two or three parts.</li> <li>The question may require students to refer to the stimulus booklet and to apply geographical skills and tools.</li> </ul>	20
<b>Section IV</b> <ul style="list-style-type: none"> <li>There will be one unstructured extended-response question on EITHER Rural and urban places OR Ecosystems and global biodiversity (whichever focus area is not examined in Section III).</li> <li>The question may require students to refer to the stimulus booklet.</li> </ul>	20
	100

## Outline of internal assessment requirements

There will be three (3) to five (5) assessment tasks comprising the following components and weightings

Component	Weighting
Knowledge and understanding of course content	40
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>

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

- a maximum of four (4) assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%

<b>Course: History Extension</b> <b>(1 unit course – Year 12 only)</b>	<b>Board Developed Course</b> <b>Course No: 15280 History Extension (1 unit – Year 12)</b>
<b>Exclusions:</b> 16672 Ancient History Life Skills (2 units – Year 11), 16672 Ancient History Life Skills (2 units – Year 12), 16673 Modern History Life Skills (2 units – Year 11), 16673 Modern History Life Skills (2 units – Year 12), 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Ancient or Modern History is undertaken within the course) and 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Ancient or Modern History is undertaken within the course)	
<b>Subject Contribution:</b> \$5.00 This contribution is for booklets and consumables.	
<b>Prerequisites:</b> Either of the following is a prerequisite for entry into Year 12 History Extension: 11020 Ancient History (2 units – Year 11) 11270 Modern History (2 units – Year 11)	
<b>Corequisites:</b> Either of the following is a co-requisite for Year 12 History Extension: 15020 Ancient History (2 units – Year 12) 15270 Modern History (2 units – Year 12)	
<b>Course Description</b> History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.	
<b>What students learn</b> <b>Year 12 course</b> -The course comprises two sections. <b>Constructing History</b> <ul style="list-style-type: none"> <li>● <b>Key questions</b>  Who are historians?  What are the purposes of history?  How has history been constructed, recorded and presented over time?  Why have approaches to history changed over time?</li> <li>● <b>Case studies</b>  Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions.</li> <li>● <b>History Project</b>  Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.</li> </ul>	
<b>Course requirements</b> The course requires students to undertake: <ul style="list-style-type: none"> <li>● one case study</li> <li>● the development of one History Project.</li> </ul> See the <a href="#">History Extension Stage 6 (Year 12) syllabus</a> for further information regarding course requirements.	

## Summary of External and School-Based assessment

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

- three assessment tasks
- one task may be a formal written examination with a weighting of 30%
- one task must be the History Project – Historical Process with a weighting of 30%
- one task must be the History Project – Essay with a weighting of 40%

**Note:**

The History Project – Historical Process consists of three elements assessed as one formal task:

- proposal
- process log
- annotated sources.

The History Project – Essay comprises an argument in response to a focus question, with supporting evidence. The essay must:

- be in print form
- not exceed 2500 words
- include a bibliography of the sources used.

Component	Weighting %
Knowledge and understanding of significant historical ideas and processes	40
Skills in designing, undertaking and communicating historical inquiry and analysis	60
	100

**HSC Examination Specifications**

The examination will consist of a written paper worth 50 marks.

The time allowed is 2 hours plus 10 minutes reading time.

The paper will consist of two sections.

<b>Course: Legal Studies</b>	<b>Board Developed Course</b> <b>Course No:</b> 11220 Legal Studies (2 units – Preliminary) and 15220 Legal Studies (2 units – HSC)
<b>Exclusions:</b> 16689 Citizenship and Legal Studies Life Skills (2 units – Preliminary), 16689 Citizenship and Legal Studies Life Skills (2 units – HSC), 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Citizenship and Legal Studies is undertaken within the course) and 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Citizenship and Legal Studies is undertaken within the course)	
<b>Subject Contribution:</b> Preliminary - \$5.00 and HSC - \$10.00 These contributions are for course resources, work booklets and consumables	
<b>Course Description</b> The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies, which consider how changes in societies influence law reform.	
<b>What students learn</b> <b>Preliminary course</b> <ul style="list-style-type: none"> <li>● <b>Part I</b> – The Legal System</li> <li>● <b>Part II</b> – The Individual and the Law</li> <li>● <b>Part III</b> – The Law in Practice</li> </ul> <p>The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.</p> <b>HSC course</b> <ul style="list-style-type: none"> <li>● <b>Core Part I:</b> Crime</li> <li>● <b>Core Part II:</b> Human Rights</li> <li>● <b>Part III and IV:</b> Two options</li> </ul> <p>Two options are chosen from:</p> <ul style="list-style-type: none"> <li>● Consumers</li> <li>● Global environment and protection</li> <li>● Family</li> <li>● Indigenous peoples</li> <li>● Shelter</li> <li>● Workplace</li> <li>● World order</li> </ul> <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<b>Course requirements</b> See the Legal Studies Stage 6 syllabus for information regarding course requirements.	

## Summary of External and School-Based Assessment

### Outline of HSC examination specifications

A written examination of three (3) hours plus five (5) minutes reading time

Questions in Sections I and II may refer to stimulus

Section/Part	Marks
<b>Section I - Core: Crime and Human Rights</b> <ul style="list-style-type: none"> <li>● There will be objective response questions to the value of 20 marks.</li> <li>● Questions to the value of 15 marks will be drawn from Crime.</li> <li>● Questions to the value of 5 marks will be drawn from Human Rights.</li> </ul>	20
<b>Section II - Core: Crime and Human Rights</b> This section will consist of two parts. <b>Part A – Human Rights (15 marks)</b> <ul style="list-style-type: none"> <li>● There will be short-answer questions to the value of 15 marks.</li> <li>● The questions may be in parts.</li> <li>● There will be approximately four items in total.</li> </ul> <b>Part B – Crime (15 marks)</b> <ul style="list-style-type: none"> <li>● There will be one extended response question to the value of 15 marks.</li> <li>● The expected length of response will be around four pages of an examination writing booklet (approximately 600 words).</li> </ul>	30
<b>Section III - Options - Consumer, Global Environmental Protection, Family, Indigenous Peoples, Shelter, Workplace or World Order</b> <ul style="list-style-type: none"> <li>● There will be fourteen extended response questions, two for each option</li> <li>● Each question will be worth 25 marks</li> <li>● Each option topic will have 2 alternative questions that students can choose between</li> <li>● Candidates will be required to answer two alternatives, each on a different option</li> <li>● The expected length of each response will be around eight pages of an examination booklet writing booklet (approx 1000 words)</li> </ul>	50
	100

### Assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of Legal Studies information, ideas and issues in appropriate forms	20
	<b>100</b>

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

- a maximum of four (4) assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30

<b>Course: Modern History</b>	<b>Board Developed Course</b> <b>Course No:</b> 11270 Modern History (2 units – Year 11) and 15270 Modern History (2 units – Year 12)
<b>Exclusions:</b> 16673 Modern History Life Skills (2 units – Year 11), 16673 Modern History Life Skills (2 units – Year 12), 16699 Human Society and its Environment Life Skills (2 units – Year 11) (where Modern History is undertaken within the course) and 16699 Human Society and its Environment Life Skills (2 units – Year 12) (where Modern History is undertaken within the course)	
<b>Subject Contribution:</b> Year 11 \$5.00 and HSC \$7.00 These contributions are for booklets and consumables.	
<p><b>Course description</b></p> <p>The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world.</p> <p>The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority from 1919 to 1946. They also study key features in the history of one nation, one study in peace and conflict, and one study of change in the modern world.</p>	
<p><b>What students learn</b></p> <p><b>Year 11 course</b> - The Year 11 course comprises three sections.</p> <ul style="list-style-type: none"> <li>● <b>Investigating Modern History</b> - Students undertake at least ONE option from ‘The Nature of Modern History’, and at least TWO case studies.</li> <li>● <b>Historical Investigation</b></li> <li>● <b>The Shaping of the Modern World</b> - At least ONE study from ‘The Shaping of the Modern World’ is to be undertaken.</li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p><b>Year 12 course</b> - The Year 12 course comprises four sections.</p> <ul style="list-style-type: none"> <li>● <b>Core Study: Power and Authority in the Modern World 1919–1946</b></li> <li>● <b>One ‘National Studies’ topic</b></li> <li>● <b>One ‘Peace and Conflict’ topic</b></li> <li>● <b>One ‘Change in the Modern World’ topic</b></li> </ul> <p>Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p><b>Course Requirements</b></p> <p><b>Year 11 course</b> - In the Year 11 course, students undertake at least TWO case studies.</p> <ul style="list-style-type: none"> <li>● One case study must be from Europe, North America or Australia, AND</li> <li>● One case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</li> </ul> <p>Students are required to study at least one non-European/non-Western topic from a set list of topics provided within the syllabus.</p> <p>See the Modern History Stage 6 syllabus for further information regarding course requirements.</p>	

## Summary of External and School-Based Assessment

The year 11 Modern History components and weightings are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%.

The Historical Investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course. The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.

### Year 12 Modern History school based requirements

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

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

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be an Historical Analysis with a weighting of 20–30%\*

#### **\*Information about the Historical Analysis in Modern History**

The Historical Analysis provides students with the opportunity to focus on an historical question, issue or controversy of interest, and to develop a reasoned argument, supported by evidence. It may occur in or across any of the topics selected for study. The Historical Analysis may be presented in written, oral or multimodal form, must be completed individually, be a maximum of 1200 words, 6 minutes duration or equivalent in multimodal form, address relevant syllabus outcomes and relate to a topic or topics studied in the Ancient History Stage 6 Syllabus.



## HSC exam specifications

Section/Part	Marks
<b>Section I: Core- Power and Authority in the Modern World</b> <ul style="list-style-type: none"><li>• There will be three or four questions.</li><li>• This section will require candidates to analyse and interpret sources and apply their own knowledge.</li><li>• One question will be worth 10 to 15 marks.</li><li>• Candidates will be required to answer all questions.</li></ul>	25
<b>Section II: National Study</b> <ul style="list-style-type: none"><li>• There will be one extended-response question for each of the ten topic options.</li><li>• Each question will have two alternatives.</li><li>• Candidates will be required to answer one alternative on the topic they have studied.</li><li>• The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).</li></ul>	25
<b>Section III: Peace and Conflict</b> <ul style="list-style-type: none"><li>• There will be one extended-response question for each of the ten topic options.</li><li>• Each question will have two alternatives.</li><li>• Candidates will be required to answer one alternative on the topic they have studied.</li><li>• The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).</li></ul>	25
<b>Section IV: Change in the Modern World</b> <ul style="list-style-type: none"><li>• There will be one question for each of the six topic options.</li><li>• Questions will contain three or four parts.</li><li>• One part will be worth 10 to 15 marks.</li><li>• Candidates will be required to answer the question on the topic they have studied.</li></ul>	25

The examination will consist of a written paper worth 100 marks.

The time allowed is 3 hours plus 5 minutes reading time.

The paper will consist of four sections.

Questions may include sources and/or interpretations.

Questions may examine Key features and content from the Survey and Focus of study.

<b>Course: Society and Culture</b>	<b>Board Developed Course</b> <b>Course No:</b> 11330 Society and Culture (2 units – Preliminary) and 15350 Society and Culture (2 units – HSC1) Board Developed Course
<b>Exclusions:</b> 16692 Society and Culture Life Skills (2 units – Preliminary), 16692 Society and Culture Life Skills (2 units – HSC), 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Society and Culture is undertaken within the course), 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Society and Culture is undertaken within the course)	
<b>Subject Contribution:</b> Year 11 \$5.00 and HSC \$7.00 These contributions are for booklets and consumables.	
<b>Course Description</b> Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).	
<b>What students learn</b> <b>Preliminary course</b> <ul style="list-style-type: none"> <li>● <b>The Social and Cultural World:</b> The interactions between persons and groups within societies</li> <li>● <b>Personal and Social Identity:</b> Socialisation and the development of personal and social identity in a variety of social and cultural settings</li> <li>● <b>Intercultural Communication:</b> How people in different social, cultural and environmental settings behave, communicate and perceive the world around them</li> </ul> <b>HSC course</b> <b>Core</b> <ul style="list-style-type: none"> <li>● <b>Social and Cultural Continuity and Change:</b> The nature of social and cultural continuity and change as well as application of research methods and social theory to a selected country study</li> <li>● <b>The Personal Interest Project (PIP):</b> An individual research project</li> </ul> <b>Depth Studies</b> TWO to be chosen from: <ul style="list-style-type: none"> <li>● <b>Popular Culture:</b> The interconnection between popular culture, society and the individual</li> <li>● <b>Belief Systems and Ideologies:</b> The relationship of belief systems and ideologies to culture and identity</li> <li>● <b>Social Inclusion and Exclusion:</b> The nature of social inclusion and exclusion as well as implications for individuals and groups in societies and cultures</li> <li>● <b>Social Conformity and Nonconformity:</b> The nature of conformity and nonconformity and its influences on the formation of peoples' attitudes and behaviours.</li> </ul>	
<b>Course requirements</b> Completion of the Personal Interest Project. See the Society and Culture Stage 6 syllabus for further information regarding course requirements.	

# Summary of External and School-Based Assessment

## Year 11 Preliminary Course assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methods	30
Communication of information, ideas and issues in appropriate forms	20
	<b>100</b>

## Year 12 Internal assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methods	30
Communication of information, ideas and issues in appropriate forms	20
	<b>100</b>

The examination will consist of a written paper worth 60 marks and a Personal Interest Project worth 40 marks.

### Examination:

Time allowed: 2 hours plus 5 minutes reading time.

The written paper will consist of TWO sections.

#### **Section I – Core – Social and Cultural Continuity and Change (20 marks)**

There will be objective response questions to the value of 8 marks.

There will be short-answer questions to the value of 12 marks.

#### **Section II – Depth Studies (40 marks)**

For each of the four (4) Depth Studies there will be 1 question in two unrelated parts worth a total of 20 marks:

- the first part will be worth 5 marks
- the second part will be worth 15 marks

Candidates will be required to answer a question from two (2) Depth Studies

The expected length of response for each Depth Study will be around six pages (approximately 800 words).

### **Personal Interest Project (PIP)**

The Personal Interest Project (PIP) requires students to apply appropriate social and cultural research methodologies to investigate a topic related to the course. The completed project will be a substantial piece of research containing a number of components, including a log that outlines the development of the project and the procedures undertaken in researching the topic. Since the final project will be assessed externally, no part of the product is to be assessed as part of the school assessment program. The Personal Interest Project (PIP) process, however, may be assessed. Students may report in written or oral form on the progress they are making. They may outline their choice of methodologies, justify these and report on their application to the research topic. The student's PIP diary may provide a basis for assessment.

<b>Course: Studies of Religion</b> <b>(1 unit course)</b>	<b>Board Developed Course</b> <b>Course Number:</b> 11350 Studies of Religion I (1 unit – Preliminary) and 15370 Studies of Religion I (1 unit – HSC)
<b>Exclusions :</b> 11360 Studies of Religion II (2 units – Preliminary), 15380 Studies of Religion II (2 units – HSC), 16696 Studies of Religion I Life Skills (2 units – Preliminary), 16696 Studies of Religion I Life Skills (2 units – HSC), 16693 Studies of Religion II Life Skills (2 units – Preliminary), 16693 Studies of Religion II Life Skills (2 units – HSC), 16699 Human Society and its Environment Life Skills (2 units – Preliminary) (where Studies of Religion is undertaken within the course) and 16699 Human Society and its Environment Life Skills (2 units – HSC) (where Studies of Religion is undertaken within the course)	
<b>Subject Contribution: \$5.00</b> These contributions are for booklets and consumables.	
<b>Course Description</b> Studies of Religion I promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.	
<b>What students learn</b> <b>Preliminary course</b> <ul style="list-style-type: none"> <li>● <b>Nature of Religion and Beliefs</b> - The nature of religion and beliefs, including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life</li> <li>● <b>Two Religious Traditions</b> Studies from Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> <li>Origins</li> <li>Principal beliefs</li> <li>Sacred texts and writings</li> <li>Core ethical teachings</li> <li>Personal devotion/expression of faith/observance.</li> </ul> </li> </ul> <b>HSC course</b> <ul style="list-style-type: none"> <li>● <b>Religion and Belief Systems in Australia post-1945</b> - Religious expression in Australia's multicultural and multifaith society since 1945, including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today.</li> <li>● <b>Two Religious Traditions Depth Studies</b> from Buddhism, Christianity, Hinduism, Islam, Judaism <ul style="list-style-type: none"> <li>Significant people and ideas</li> <li>Ethical teachings in the religious tradition about bioethics or environmental ethics or sexual ethics</li> <li>Significant practices in the life of adherents.</li> </ul> </li> </ul>	
<b>Course requirements</b> See the Studies of Religion Stage 6 syllabus for information regarding course requirements.	

## Summary of External and School-Based assessment

### Year 11 Course assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues in appropriate forms	20
	<b>100</b>

### Year 12 Course assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	40
Source-based skills	20
Investigation and research	20
Communication of information, ideas and issues in appropriate forms	20
	<b>100</b>

### HSC exam specifications

HSC External examination	Mark
<b>Section I – Religion and Belief Systems in Australia post-1945</b> Objective response question to the value of 10 marks One short-answer question to the value of 5 marks	15
<b>Section II – Religious Tradition Depth Study</b> Candidates answer one question of three short-answer parts.	15
<b>Section III – Religious Tradition Depth Study</b> Candidates answer one extended response question	20
	<b>50</b>

The examination will consist of a written paper worth 50 marks.

Time allowed: 1 hours and 30 minutes plus 5 minutes reading time.

<b>Course: Community and Family Studies</b>	<b>Board Developed Course</b> <b>Course No:</b> 11060 Community and Family Studies (2 units – Preliminary) and 15060 Community and Family Studies (2 units – HSC)
<b>Exclusions:</b> 16697 Community and Family Studies Life Skills (2 units – Preliminary) and 16697 Community and Family Studies Life Skills (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 These contributions are for classroom consumables and workbooks	
<b>Course Description</b> Community and Family Studies Stage 6 syllabus 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.	
<b>What students learn</b> Through the study of the Community and Family Studies course, students learn to develop: <ul style="list-style-type: none"> <li>● knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing</li> <li>● knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing</li> <li>● knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities</li> <li>● knowledge and understanding about research methodology and skills in researching, analysing and communicating</li> <li>● skills in the application of management processes to meet the needs of individuals, groups, families and communities</li> <li>● skills in critical thinking and the ability to take responsible action to promote wellbeing</li> <li>● an appreciation of the diversity and interdependence of individuals, groups, families and communities.</li> </ul> <b>Preliminary course</b> <ul style="list-style-type: none"> <li>● <b>Resource Management (20%):</b> Basic concepts of the resource-management process</li> <li>● <b>Individuals and Groups (40%):</b> The individual's roles, relationships and tasks within and between groups</li> <li>● <b>Families and Communities (40%):</b> Family structures and functions, and the interaction between family and community</li> </ul> <b>HSC course</b> <ul style="list-style-type: none"> <li>● <b>Research Methodology (25%):</b> Research methodology and skills culminating in the production of an Independent Research Project</li> <li>● <b>Groups in Context (25%):</b> The characteristics and needs of specific community groups</li> <li>● <b>Parenting and Caring (25%):</b> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society</li> </ul> <b>HSC modules - Select ONE of the following:</b> <ul style="list-style-type: none"> <li>● <b>Family and Societal Interactions (25%):</b> Government and community structures that support and protect family members throughout their lifespan</li> <li>● <b>Social Impact of Technology (25%):</b> The impact of evolving technologies on individuals and lifestyle</li> <li>● <b>Individuals and Work (25%):</b> Contemporary issues confronting individuals as they manage roles within both their family and work environments</li> </ul>	
<b>Course requirements</b> The Preliminary course consists of three mandatory modules and the indicative course time allocated to their study. The HSC course consists of three mandatory modules representing 75 percent of course time. An options component representing 25 percent of course time includes three modules of which students are to study only one. Students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – Research Methodology – and forms part of the HSC internal assessment. The focus of the IRP should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.	

## Summary of External and School-Based Assessment

### Outline of HSC examination specifications

A written examination of three hours plus 5 minutes reading time.

Section/Part	Marks
<b>Section I - Core</b>	
<b>Part A</b> Objective response questions	20
<b>Part B</b> Short-answer questions	55
<b>Section II - Options</b> Candidates answer the question on the option that they have studied. Each question contains: Short-answer parts worth 10 marks An extended response part worth 15 marks	25
	<b>100</b>

### Outline of internal assessment requirements HSC Course

There will be four assessment tasks comprising the following components and weightings.

Component	Weighting
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
	<b>100</b>

<b>Course: Health and Movement Science</b>	<b>Board Developed Course</b> <b>Course No:</b> TBA - Health and Movement Science (2 units – Preliminary) and TBA - Health and Movement Science (2 units – HSC)				
<b>Exclusions:</b> Health and Movement Science Life Skills (Year 11, 2 units): TBA Health and Movement Science Life Skills (Year 12, 2 units): TBA					
<b>Subject Contribution:</b> Preliminary - \$12.00 and HSC - \$12.00 These contributions are for work booklets and classroom consumables					
<p><b>Course Description</b></p> <p>The Preliminary course Year 11 is organised into 2 focus areas: Health for individuals and communities; and The body and mind in motion. Depth studies and a Collaborative Investigation are embedded into Year 11 studies The Year 11 course comprises 4 components. Students are required to study all 4 components of the course which include Health for individuals and communities, The body and mind in motion, Collaborative investigation and 2 depth studies. Where appropriate, case studies, practical application and research skills are to be integrated throughout student learning in to all 4 modules</p> <p>In the HSC course, the course is organised into 2 focus areas; Health in an Australian and global context and training for improved performance. Depth studies are embedded into the year 12 course. The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.</p>					
<p><b>What students learn</b></p> <p>Through the study of the Health and Movement science course, students learn to develop:</p> <ul style="list-style-type: none"> <li>● A strength based approach, values movement</li> <li>● Develop health literacy and a critical inquiry approach</li> <li>● Problem solving and research skills</li> <li>● knowledge and understanding of the factors that affect health</li> <li>● capacity to exercise influence over personal and community health outcomes</li> <li>● knowledge and understanding about the way the body moves</li> <li>● an ability to take action to improve participation and performance in physical activity</li> <li>● Collaborative analysis, communication, creative thinking</li> </ul>					
<p><b>Preliminary course</b></p> <table border="1" data-bbox="168 1236 1479 1398"> <thead> <tr> <th data-bbox="168 1236 821 1272">2 focus areas (80 hours)</th> <th data-bbox="821 1236 1479 1272">(40 hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="168 1272 821 1398"> <ul style="list-style-type: none"> <li>● Health for individuals and communities;</li> <li>● The body and mind in motion.</li> </ul> </td> <td data-bbox="821 1272 1479 1398"> <ul style="list-style-type: none"> <li>● Collaborative Investigation (20)</li> <li>● Depth studies (a minimum of 2) (20)</li> </ul> </td> </tr> </tbody> </table>		2 focus areas (80 hours)	(40 hours)	<ul style="list-style-type: none"> <li>● Health for individuals and communities;</li> <li>● The body and mind in motion.</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative Investigation (20)</li> <li>● Depth studies (a minimum of 2) (20)</li> </ul>
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<p><b>HSC course</b></p> <table border="1" data-bbox="168 1436 1479 1633"> <thead> <tr> <th data-bbox="168 1436 1479 1507">2 focus (90 hours) + Depth Studies (30 hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="168 1507 1479 1633"> <ul style="list-style-type: none"> <li>● Health in an Australian and global context (45 hours)</li> <li>● Training for improve performance (45 hours)</li> <li>● Depth studies (30 hours)</li> </ul> </td> </tr> </tbody> </table>		2 focus (90 hours) + Depth Studies (30 hours)	<ul style="list-style-type: none"> <li>● Health in an Australian and global context (45 hours)</li> <li>● Training for improve performance (45 hours)</li> <li>● Depth studies (30 hours)</li> </ul>		
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<p><b>Course requirements</b></p> <p>The Preliminary course the collaborative task will be formally assessed</p> <p>HSC one depth study must be formally assessed as a school-based assessment task.</p>					



## Summary of External and School-Based Assessment

### Outline of HSC examination specifications

A written examination of three hours plus 5 minutes reading time.

Section/Part	Marks
Section I Objective response question	20
Section ii .Short-answer questions Questions may contain parts. There will be 9 to 12 items in total. At least 3 items will be worth 6 to 8 marks.	56
Section II There will be 2 extended-response questions worth 12 marks each – one question based on each focus area: Health in an Australian and Global Context, Training for Improved Performance.	<b>24</b>

### Outline of internal assessment requirements

There will be three assessment tasks in the Preliminary course and four assessment tasks in the HSC course comprising the following components and weightings.

Component	Weighting
Knowledge and understanding of course content	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	60
	<b>100</b>

<b>Course:</b> Dance	<b>Board Developed Course</b> <b>Course no:</b> 11070 Dance (2 units – Preliminary) 15070 Dance (2 units – HSC)
<p><b>Exclusions:</b> 16650 Creative Arts Life Skills (2 units – Preliminary) (where Dance is undertaken within the course) 16650 Creative Arts Life Skills (2 units – HSC) (where Dance is undertaken within the course) 16652 Dance Life Skills (2 units – Preliminary) 16652 Dance Life Skills (2 units – HSC)</p> <p>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Subject Contribution:</b> Preliminary - \$10 and HSC - \$10 These contributions are for consumables.</p>	
<p><b>Course Description</b> Students undertake a study of Dance as an artform. While the course builds on the Stages 4 and 5 Dance course, it also caters for students with less experience in Dance.</p>	
<p><b>What students learn</b></p> <p><b>Preliminary course</b> There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.</p> <p><b>HSC course</b> Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components – Performance, Composition, Appreciation or Dance and Technology.</p>	
<p><b>Course requirements</b> The interrelation of the course components is a major feature in the study of dance as an artform and is emphasised throughout both courses. The published <i>Course Prescriptions</i>, which may change in total or in part every three years, indicate works and artists to be studied in the HSC Course in Core Appreciation and Major Study Appreciation. Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.</p>	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written examination (20 marks)

A written examination of one hour plus 5 minutes reading time.

Section/Part	Marks
<b>Core Appreciation</b> Students will study two prescribed Works Two questions worth 10 marks each Each question has an expected length of response of around three examination writing booklets (approx. 400 words).	20
	<b>20</b>

### Core Practical Examinations (40 marks)

Each student completes a solo Core Performance dance (20 marks) of 3-5 minutes duration based on Dance Technique. An examiner-guided interview will take place after the performance, where students orally and physically demonstrate their knowledge and understanding of performance and safe dance practice.

Each student will choreograph a solo Core Composition dance (20 marks) of 3-5 minutes, to be performed by another student from the school, and submit a 300 word rationale addressing the elements of dance and composition processes. Students have the opportunity to discuss and elaborate on their rationale with examiners to orally and physically demonstrate their knowledge and understanding.

### Major Study (40 marks)

Students nominate and complete ONE examination option below for their Major Study Work.

#### Examination options for Major Study Work:

- Major Study Performance (Practical) - A solo performance 'Work' of 4-6 minutes in duration
- Major Study Composition (Practical)- A choreographed 'Work' of 4-6 minutes duration for 2-3 dancers
- Major Study Dance and Technology (Practical) - Option 1: Choreographing the Virtual Body OR Option 2: Film and Video
- Major Study Appreciation (Theory) - A written examination of one hour and 15 minutes plus 5 minutes reading time.

Major Study Appreciation option - Examination information:	Marks
Candidates attempt three questions.	
Questions 1 and 2 each have an expected length of response of around three examination writing booklet pages (approx. 400 words).	10 10
Question 3 has an expected length of response of around six examination writing booklet pages (approx. 800 words).	20
	<b>40</b>

## Outline of internal assessment requirements

There will be a maximum of three Preliminary school-based assessment tasks. There will be a maximum of four HSC school-based assessment tasks. There are no changes to the components and weightings.

<b>Course: Drama</b>	<b>Board Developed Course</b> <b>Course No:</b> 11090 Drama (2 units – Preliminary) 15090 Drama (2 units – HSC)
<p><b>Exclusions:</b> 16650 Creative Arts Life Skills (2 units – Preliminary) (where Drama is undertaken within the course), 16650 Creative Arts Life Skills (2 units – HSC) (where Drama is undertaken within the course), 16654 Drama Life Skills (2 units – Preliminary), 16654 Drama Life Skills (2 units – HSC)</p> <p>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Subject Contribution:</b> Preliminary - \$19.00 and HSC - \$19.00 These contributions are for printing of unit booklets and scripts as well as consumables such as stage makeup etc.</p>	
<p><b>Course Description</b> Students in Drama study the practices of Making, Performing and Critically Studying. While the course builds on the Stages 4 and 5 Drama course, it also caters for students with less experience in Drama.</p>	
<p><b>What students learn</b></p> <p><b>Preliminary course</b> Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance, and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas.</p> <p><b>HSC course</b> 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.</p> <p><b>Group Performance</b> Three to six students create a piece of original theatre (8–12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills.</p> <p><b>Individual Project</b> Students demonstrate their expertise in a particular area. They choose one project from: Critical Analysis, Design, Performance, Script-writing, or Video Drama. Topics: Australian Drama and Theatre (Core), Studies in Drama and Theatre, Group Performance (Core content), and Individual Project</p>	
<p><b>Particular Course Requirements</b> The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published <i>Course Prescriptions</i> include a topic list which 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 selecting Drama are required to keep a logbook of the development of each of the components Group Performance and Individual Project.</p>	

## Summary of External and School-Based Assessment

### Outline of HSC examination specifications

Written Paper	Marks
<b>Section 1 – Australian Drama and Theatre</b> <ul style="list-style-type: none"> <li>There will be one extended response question</li> <li>This extended response question has an expected length of around 6 examination writing booklet pages (approx. 800 words)</li> </ul>	20
<b>Section 2 – Studies in Drama and Theatre</b> <ul style="list-style-type: none"> <li>Students respond to ONE question based on their elective</li> <li>This extended response question has an expected length of around 6 examination writing booklet pages (approx. 800 words)</li> </ul>	20
<b>Group Performance</b> Each candidate will collaborate with a group in devising and performing an original theatre based on a theme or concept, issue or image chosen from a list provided by NESAs.	30
<b>Individual Project</b> Candidates will undertake a project drawn from ONE of the following areas. Work will be based on the current Text List provided by NESAs. <ul style="list-style-type: none"> <li>Critical analysis (Director’s Portfolio, Theatre Criticism, OR Applied Research)</li> <li>Design (Costume, Set, Lighting OR Promotion and Program)</li> <li>Performance (Monologue)</li> <li>Scriptwriting</li> <li>Video Drama</li> </ul>	30

### Outline of internal assessment requirements HSC Course

There will be a maximum of four assessment tasks comprising the following components and weightings:

Component	WEIGHTING
Making	40
Performing	30
Critically Studying	30
	<b>100</b>

<b>Course: Music 1</b>	<b>Board Developed Course</b> <b>Course number(s):</b> 11280 Music 1 (2 units – Preliminary) and 15290 Music 1 (2 units – HSC)
<b>Exclusions:</b> 11290 Music 2 (2 units – Preliminary), 15300 Music 2 (2 units – HSC), 15310 Music Extension (1 unit – HSC), 16650 Creative Arts Life Skills (2 units – Preliminary) (where Music is undertaken within the course), 16650 Creative Arts Life Skills (2 units – HSC) (where Music is undertaken within the course), 16656 Music Life Skills (2 units – Preliminary) and 16656 Music Life Skills (2 units – HSC) Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<b>Subject Contribution:</b> Preliminary - \$17.00 and HSC - \$17.00 These contributions are for booklet production for work units and scores for musicology.	
<b>Course Description</b> While the course builds on the Stages 4 and 5 Music course, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adaptable enough to meet the needs and interests of students with varying degrees of prior formal and informal learning in music and caters for students with less experience in Music.	
<b>What students learn</b> <b>Preliminary course</b> In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the Preliminary course. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres.  <b>HSC course</b> In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in the HSC course which are different from those studied in the Preliminary course or two topics which are different from those studied in the Preliminary course and one topic from the Preliminary course in greater depth exploring new repertoire and including a comparative study. Topics are chosen from a list of 21 topics which covers a broad range of styles, periods and genres. 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.	
<b>Course requirements</b> Students selecting Music 1 are required to keep a portfolio of the development of each of the components Core Composition and Elective Composition.	

# Summary of External and School-Based Assessment

## HSC Internal Assessment

### Core Components:

Core Performance	10%
Core Composition	10%
Core Musicology	10%
Core Aural	25%
Electives	45%

**Electives** (Own choice from Performance, Composition and Musicology Viva Voce)

3 Electives EACH worth 15%

## HSC External Assessment

Component	Task description	Marks
<b>Aural Skills:</b>	A <b>written examination of approximately one hour</b> plus 5 minutes reading time. The written examination consists of 4 short answer questions. Each question may contain a number of parts. The questions relate to musical excerpts from works that broadly relate to the topics offered for study.	30
<b>Core performance</b>	Candidates <b>perform one piece on an instrument or voice</b> . This piece must reflect ONE of the 3 topics chosen for study in Y12 and be no longer than 5 minutes in length.	20
<b>Elective 1</b>	Candidates can chose to undertake either: a. A <b>performance</b> on an instrument or voice lasting no longer than 5 minutes. This must represent ONE of the topics studied in Y12. b. An <b>original composition</b> of no more 4 minutes in length that represents ONE of the topics studied in Y12. c. Prepare a <b>10 minute Viva Voce</b> , which is a discussion between the candidate and the examiners where they have the opportunity to explain and discuss what they have learn about an aspect of one of the topics studied.	20
<b>Elective 2</b>	Candidates can choose from the 3 options as set out for elective 1 but reflecting a different topic to that represented in Elective 1.	20
<b>Elective 3</b>	Candidates can choose from the 3 options as set out for elective 1 but reflecting a different topic to that represented in Elective 1 and 2.	20
	<b>The marks for Core Performance and the Electives will be converted to mark out of 70, giving a total mark out of 100 for the examination.</b>	

<b>Course: Music 2</b>	<b>Board Developed Course</b> <b>Course number(s):</b> 11290 Music 2 (2 units – Preliminary) and 15300 Music 2 (2 units – HSC)
<b>Exclusions:</b> 11280 Music 1 (2 units – Preliminary), 15290 Music 1 (2 units – HSC), 16650 Creative Arts Life Skills (2 units – Preliminary) (where Music is undertaken within the course), 16650 Creative Arts Life Skills (2 units – HSC) (where Music is undertaken within the course), 16656 Music Life Skills (2 units – Preliminary), 16656 Music Life Skills (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary - \$17.00 and HSC - \$17.00 These contributions are for booklet production for work units and scores for musicology.	
<b>Course description</b> While the course builds on the Stages 4 and 5 Music course, it is not a prerequisite to have studied the Stage 5 course. Entry into the course will be via interview and/or audition.	
<p><b>What students learn</b></p> <p><b>Preliminary course</b></p> <p>In the Preliminary course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study one mandatory topic covering a range of content and one additional topic in each year of the course.</p> <p>In the Preliminary course, the mandatory topic is Music 1600–1900. The additional topic is chosen from a list of six topics which covers a broad range of styles, periods and genres.</p> <p><b>HSC course</b></p> <p>In the HSC course, students study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.</p> <p>Students study one mandatory topic covering a range of content and one additional topic in each year of the course. The additional topic is chosen from a list of eight topics which covers a broad range of styles, periods and genres. In the HSC course, the mandatory topic is Music of the Last 25 Years (Australian focus).</p>	
<p><b>Course requirements</b></p> <p>In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology.</p> <p>Submitted works and performances are required to reflect the mandatory and additional topic studied in the HSC.</p> <p>The additional topic studied in the HSC must be different to the topic studied in the Preliminary course.</p> <p>Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work.</p> <p>All students will be required to develop a composition portfolio for the core composition.</p>	



## Summary of External and School-Based Assessment

### HSC Internal Assessment

Component	Weighting
<b>Core</b>	
Core Performance	20
Core Composition	20
Core Musicology	20
Core Aural	20
<b>Elective</b>	
One elective from Performance, Composition or Musicology	20
<b>Marks</b>	<b>100</b>

### Outline of HSC examination specifications

CORE		Marks
- Practical examination performance of one piece	Perform on an instrument or voice, <b>ONE</b> piece representing the <b>MANDATORY Topic: Music of the Last 25 Years: An Australian Focus</b> . Maximum Time: 5 minutes	15
- Sight-singing	Sight Sing a piece of music selected by the examiners from a prescribed set of examples.	5
-Submitted composition	Submit <b>ONE</b> original composition representing the <b>MANDATORY</b> topic.	15
-Written Examination	A <b>written examination</b> of approximately one hour and 30 minutes plus 5 minutes reading time	35
<b>ELECTIVES</b>		30
Students are examined on <b>one</b> of the following electives:		
– Performance	<b>Perform 2 pieces</b> for instrument OR voice. One must represent the <b>ADDITIONAL</b> topic studied. The second piece must represent either the <b>MANDATORY</b> or <b>ADDITIONAL</b> topic. Maximum Time: 10 minutes	
– Composition (1 work)	Submit <b>ONE</b> original composition representing the <b>ADDITIONAL</b> topic studied	
– Musicology (1 work)	Submit <b>ONE ESSAY of 1500 words</b> on an aspect of the <b>ADDITIONAL</b> topic studied or a comparison of styles	

<p><b>Course: Music Extension</b> (1 unit course – Year 12 only)</p>	<p><b>Board Developed Course</b> <b>Course number(s):</b> 15310 Music Extension (1 unit – HSC)</p>
<p><b>Exclusions:</b> 11280 Music 1 (2 units – Preliminary), 15290 Music 1 (2 units – HSC), 16650 Creative Arts Life Skills (2 units – Preliminary) (where Music is undertaken within the course), 16650 Creative Arts Life Skills (2 units – HSC) (where Music is undertaken within the course), 16656 Music Life Skills (2 units – Preliminary), 16656 Music Life Skills (2 units – HSC)</p> <p>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Prerequisites:</b> 11290 Music 2 (2 units – Preliminary) and 15300 Music 2 (2 units – HSC) Studied concurrently with HSC course of Music 2 or at the completion of the HSC course in Music 2 for those students undertaking pathways.</p>	
<p><b>Course description</b> <b>HSC course</b> The Music Extension course builds on the Music 2 Preliminary course and extends the Music 2 HSC course. It assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.</p>	
<p><b>What students learn</b> Students specialise in performance or composition or musicology and follow an individual program of study which is negotiated between the teacher and student.</p>	
<p><b>Course requirements</b> Students selecting Performance as their area of specialisation will be required to present an ensemble piece within their performance program. Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work.</p>	

# Summary of External and School-Based Assessment

## HSC Internal Assessment

Internal Assessment	Weighting
<b>Performance extension</b> 2 tasks of performance and performance related activities (25 + 25)  OR  <b>Composition extension</b> Composition portfolio – assessed at two different points (25 + 25)  OR  <b>Musicology extension</b> Musicology portfolio – assessed at two different points (25 + 25)	50
<b>Marks</b>	<b>50</b>

## Outline of HSC examination specifications

Section/Part	Marks
<i>Performance</i> <b>Three contrasting pieces</b> Ensemble piece Piece 1 Piece 2  OR  <i>Composition</i> <b>Two submitted works</b> Work 1 Work 2  OR  <i>Musicology</i> Submitted essay	20 15 15  OR  25 25  50
	<b>50</b>

<b>Course: Visual Arts</b>	<b>Board Developed Course</b> <b>Course number(s):</b> 11380 Visual Arts (2 units – Preliminary) and 15400 Visual Arts (2 units – HSC)
<p>Exclusions: 16650 Creative Arts Life Skills (2 units – Preliminary) (where Visual Arts is undertaken within the course), 16650 Creative Arts Life Skills (2 units – HSC) (where Visual Arts is undertaken within the course), 16658 Visual Arts Life Skills (2 units – Preliminary), 16658 Visual Arts Life Skills (2 units – HSC).</p> <p>Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.</p>	
<p><b>Subject Contribution:</b> Preliminary - \$66.00 and HSC - \$66.00          These contributions are for art consumable materials eg. paint, paper, drawing media and increased printing for digital students.          Note – Presentation of artworks for HSC Body of Work may incur additional costs for the student.</p>	
<p><b>Course description</b>          Visual Arts involves students in artmaking, art criticism and art history. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times. Students develop their own artworks, culminating in a 'body of work' in the HSC course.</p>	
<p><b>What students learn</b></p> <p><b>Preliminary course</b>          The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. Preliminary course learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>● the nature of practice in artmaking, art criticism and art history through different investigations</li> <li>● the role and function of artists, artworks, the world and audiences in the artworld</li> <li>● the different ways the visual arts may be interpreted and how students might develop their own informed points of view</li> <li>● how students may develop meaning and focus and interest in their work</li> <li>● building understandings over time through various investigations and working in different forms.</li> </ul> <p>While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with less experience in Visual Arts.</p> <p><b>HSC course</b>          HSC course learning opportunities focus on:</p> <ul style="list-style-type: none"> <li>● how students may develop their practice in artmaking, art criticism and art history</li> <li>● how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations</li> <li>● how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations</li> <li>● how students may further develop meaning and focus in their work.</li> </ul>	
<p><b>Course requirements</b></p> <p><b>Preliminary course:</b></p> <ul style="list-style-type: none"> <li>● artworks in at least two expressive forms and use of a process diary</li> <li>● a broad investigation of ideas in artmaking, art criticism and art history.</li> </ul> <p><b>HSC course:</b></p> <ul style="list-style-type: none"> <li>● development of a body of work and use of a process diary</li> <li>● a minimum of five case studies (4–10 hours each)</li> <li>● deeper and more complex investigations in artmaking, art criticism and art history.</li> </ul>	

## Summary of external HSC Assessment

### Outline of HSC examination specifications

#### Written examination (50 marks)

A written examination of one hour and 30 minutes plus 5 minutes reading time.

Section/Part	Marks
<b>Section I</b> There are three short-answer questions. Each question may consist of parts. One question/part to be worth 10 – 15 marks.	25
<b>Section II</b> There will be six questions: two questions on each of practice, the conceptual framework and frames. Students attempt one question, with an expected length of response of around eight examination writing booklet pages (approximately 1000 words).	25
	<b>50</b>

#### Body of Work (50 marks)

Students complete and submit a Body of Work for external assessment in ONE of the following media areas:-

- \*Ceramics
- \*Collection of Works
- \*Drawing
- \*Documented Forms
- \*Designed Objects
- \*Graphic Design
- \*Painting
- \*Photomedia
- \*Printmaking
- \*Sculpture
- \*Textile and Fibre
- \*Time based forms

<b>Course: Design and Technology</b>	<b>Board Developed Course</b> <b>Course No:</b> 11080 Design and Technology (2 units – Preliminary) and 15080 Design and Technology (2 units – HSC)
<b>Exclusions:</b> 16682 Design and Technology Life Skills (2 units – Preliminary), 16682 Design and Technology Life Skills (2 units – HSC), 16686 Technology Life Skills (2 units – Preliminary) (where Design and Technology is undertaken within the course), 16686 Technology Life Skills (2 units – HSC) (where Design and Technology is undertaken within the course)	
<b>Subject Contribution:</b> \$57.00 - Preliminary and \$57.00 - HSC These contributions are for timber, plastics, fasteners, glues. Major Project costs are additional to this amount. A student work booklet is also provided.	
<b>Course description</b> The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The Preliminary course includes the completion of at least two design projects. These projects involve the design, production and evaluation of a product, system or environment and include evidence of the design process recorded in a design folio. The design folio can take a variety of different forms. The HSC course applies the knowledge and understanding of designing and producing from the Preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark. This project requires students to select and apply appropriate design, production and evaluation skills to a product, system or environment that satisfies an identified need or opportunity. The case study of an innovation requires students to identify the factors underlying the success of the innovation selected, analyse associated ethical issues and discuss its impact on Australian society.	
<b>What students learn</b> <b>Preliminary course</b> Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, work health and safety, evaluation, and manipulation of materials, tools and techniques. <b>HSC course</b> Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation.	
<b>Course requirements</b> In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media. In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written examination (40 marks)

A written examination of one hour and 30 minutes plus 5 minutes reading time.

Section/Part	Marks
<b>Section I</b> <ul style="list-style-type: none"><li>Objective response questions</li></ul>	10
<b>Section II</b> <ul style="list-style-type: none"><li>Short-answer questions</li></ul>	15
<b>Section III</b> <ul style="list-style-type: none"><li>One extended response question, with an expected length of response of around four examination writing booklet pages (approximately 600 words)</li></ul>	15
	<b>40</b>

### Major Design Project (60 marks)

Each student completes a Major Design Project, marked out of 60.

### Outline of internal assessment requirements

NESA requirements include the completion of 4 assessment tasks in the HSC course..

<p><b>Course: Enterprise Computing</b></p>	<p><b>Board Developed Course</b>  <b>Course number(s):</b> Enterprise Computing (Year 11, 2 units): TBA  Enterprise Computing (Year 12, 2 units): TBA</p>
<p><b>Exclusions:</b> Computing Technology Life Skills (Year 11, 2 units): TBA  Computing Technology Life Skills (Year 12, 2 units): TBA  Technology Life Skills (Year 11, 2 units): TBA*  Technology Life Skills (Year 11, 2 units): TBA*  *Where Computing Technology is undertaken within the course.</p>	
<p><b>Subject Contribution: \$5.00</b> A student work booklet is provided.</p>	
<p><b>Course description</b>  The study of Enterprise Computing enables students to develop an understanding of the function and purpose of digital tools and processes, and the importance of data in enterprise information systems. This allows students to effectively use and manage digital tools and technologies in commercial and other settings.</p> <p>Students develop an understanding of how computing technologies can be harnessed to provide effective user interaction and efficient access to information that supports commercial, industrial, social and environmental initiatives. Students use their acquired knowledge and skills to develop an enterprise project. Project work encourages students to collaborate on problems and develop team and communication skills that are highly valued in the industry. The knowledge and skills developed in this course ensure students can contribute to a world increasingly reliant on the manipulation and use of digital systems.</p> <p>As they develop digital solutions, students investigate social and safety issues relating to cyber safety, cybersecurity and digital footprints. They engage with technologies that improve access to, and participation in, computing technologies across a range of enterprises.</p>	
<p><b>What students learn</b></p> <p><b>Preliminary Course</b></p> <ul style="list-style-type: none"> <li>● Interactive media and the user experience</li> <li>● Networking systems and social computing</li> <li>● Principles of cyber security</li> </ul> <p><b>HSC Course</b></p> <ul style="list-style-type: none"> <li>● Data science</li> <li>● data visualisation</li> <li>● Intelligent systems</li> <li>● Enterprise project</li> </ul>	
<p><b>Course requirements</b></p> <p>Students develop skills in all the focus areas mentioned above through project work. The Preliminary course provides students with the opportunity to develop and apply an understanding of enterprise computing systems in the safe and secure usage and storage of data. This is done by manipulating tools and resources while being aware of their social, ethical and legal implications.</p> <p>The HSC course provides students with the opportunity to extend their knowledge and understanding of enterprise computing systems. This will then be applied to the development of a major enterprise project using project management skills.</p>	



## Summary of External and School-Based Assessment

Examination questions may require students to integrate knowledge, understanding and skills developed through studying the course.

The Year 11 course is assumed knowledge for the Year 12 course.

The examination will be worth 80 marks.

It will be undertaken by students **using a computer**.

The time allowed is 2 hours and 30 minutes including 10 minutes reading time.

Questions may contain stimulus material.

Headphones will be required for questions with video and audio stimulus.

The examination will consist of two types of test items.

### **Objective-response items (approx. 20 marks)**

- Objective-response items may share stimulus with other objective-response items or short-answer items.
- Each item will be worth 1 to 4 marks.
- There will be 14 to 18 items in total.

### **Short-answer items (approx. 60 marks)**

- Short-answer items may share stimulus with other short-answer items or objective-response items.
- At least three items will be worth 4 to 8 marks.
- There will be 16 to 18 items in total.

**Course: Food Technology****Board Developed Course****Course number(s):** 11180 Food Technology (2 units – Preliminary) and 15180 Food Technology (2 units – HSC)**Exclusions:** 16683 Food Technology Life Skills (2 units – Preliminary), 16683 Food Technology Life Skills (2 units – HSC), 16686 Technology Life Skills (2 units – Preliminary) (where Food Technology is undertaken within the course), 16686 Technology Life Skills (2 units – HSC) (where Food Technology is undertaken within the course)**Subject Contribution:** Preliminary - \$80.00 and HSC - \$80.00  
These contributions are for food consumables. A student work booklet is also provided.**What students learn****Preliminary Course**

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

**HSC Course**

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

**Course requirements**

There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.

It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

# Summary of External and School-Based Assessment

## Food Technology HSC examination specifications

- The examination will consist of a written paper worth 100 marks.
- Time allowed: 3 hours plus 5 minutes reading time.
- The paper will consist of four sections.
- There will be approximately equal weighting of each of the four core strands across the examination as a whole.

Questions may require students to integrate knowledge, understanding and skills developed through studying the entire course, rather than focusing on a particular core strand.

### Section I (20 marks)

- There will be objective response questions to the value of 20 marks.

### Section II (50 marks)

- There will be approximately 6 short-answer questions.
- Questions may contain parts.
- There will be approximately 14 items in total.
- At least four items will be worth 4 to 6 marks.

### Section III (15 marks)

- There will be one structured extended response question.
- The question will have two or three parts, with one part worth at least 8 marks.
- The question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words) in total.

### Section IV (15 marks)

- There will be one extended response question.
- The question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words).

## Outline of Internal Assessment Requirements

Component	Weighting
Knowledge and understanding of course content	40
Knowledge and skills in designing, researching, analysing and evaluating	30
Skills in experimenting with and preparing food by applying theoretical concepts	30
	<b>100</b>

NESA requirements include the completion of four assessment tasks in the HSC course.

<p><b>Course:</b> Industrial Technology</p>	<p><b>Board Developed Course</b>  <b>Course number(s):</b> 11200 Industrial Technology (2 units – Preliminary), 15200 Industrial Technology (2 units – HSC)</p>
<p><b>HSC focus area examination codes:</b> Students choose to study one focus area. The same area is to be studied in both the Preliminary and HSC courses.</p> <ul style="list-style-type: none"> <li>● 812 Automotive Technologies</li> <li>● 814 Electronics Technologies</li> <li>● 815 Graphics Technologies</li> <li>● 816 Metal and Engineering Technologies</li> <li>● 817 Multimedia Technologies</li> <li>● 819 Timber Products and Furniture Technologies</li> </ul>	
<p><b>Exclusions:</b> Students can only undertake study in 1 focus area.  16684 Industrial Technology Life Skills (2 units – Preliminary), 16684 Industrial Technology Life Skills (2 units – HSC), 16686 Technology Life Skills (2 units – Preliminary) (where Industrial Technology is undertaken within the course), 16686 Technology Life Skills (2 units – HSC) (where Industrial Technology is undertaken within the course)</p>	
<p><b>Subject Contribution:</b> Preliminary - \$68.00 and HSC - \$28.00  These contributions are for timber, glue and fasteners. Major Project costs are additional to this amount. A student work booklet is also provided.</p>	
<p><b>Course description</b>  Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.</p> <p><b>Focus Areas</b></p> <ul style="list-style-type: none"> <li>● Automotive Technologies</li> <li>● Electronics Technologies</li> <li>● Graphics Technologies</li> <li>● Metal and Engineering Technologies</li> <li>● Multimedia Technologies</li> <li>● Timber Products and Furniture Technologies.</li> </ul>	
<p><b>What students learn</b></p> <p><b>Preliminary course</b> - The following sections are taught on the relevant focus area:</p> <ul style="list-style-type: none"> <li>● Industry Study (15%)</li> <li>● Design (10%)</li> <li>● Management and Communication (20%)</li> <li>● Production (40%)</li> <li>● Industry Related Manufacturing Technology (15%)</li> </ul> <p><b>HSC course</b> - The following sections are taught on the relevant focus area through the development of a Major Project and a study of the relevant industry:</p> <ul style="list-style-type: none"> <li>● Industry Study (15%)</li> <li>● Major Project (60%) <ul style="list-style-type: none"> <li>- Design, Management and Communication</li> <li>- Production</li> </ul> </li> <li>● Industry Related Manufacturing Technology (25%)</li> </ul>	
<p><b>Course requirements</b>  In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the Preliminary course content. Students also undertake the study of an individual business within a focus area industry.  In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.</p>	

## Summary of External and School-Based Assessment

### Outline of HSC examination specifications

Written examination (40 marks)

A written examination of 1 hour and 30 minutes plus 5 minutes reading time. There are 6 separate written examination papers, one for each industry focus area.

Section/Part	Marks
<b>Section I</b> <ul style="list-style-type: none"><li>Objective response questions specific to each industry focus area</li></ul>	10
<b>Section II</b> <ul style="list-style-type: none"><li>Short-answer questions specific to each industry focus area</li></ul>	15
<b>Section III</b> <ul style="list-style-type: none"><li>One structured extended response question with an expected length of response of around four examination writing booklet pages (approximately 600 words) in total, based on the Industry Study section of the course. This question will be common to all six examination papers.</li></ul>	15
	<b>40</b>

### Major Project (60 marks)

Each student completes a Major Project, marked out of 60.

#### Changes from current examination specifications

The written examination papers will contain objective response, short-answer and a structured extended response question to the value of 40 marks. The expected length for the extended response is included as a guide. It is presented as the approximate number of examination writing booklet pages (based on average-sized handwriting), and/or an approximate number of words. Students will not be penalised for responses of excess length: they may write less than or more than what is expected, and their responses will be marked on their merits.

### Outline of Internal Assessment Requirements

NESA requirements include the completion of four assessment tasks.

Component	Weighting
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60
	<b>100</b>

<b>Course: Textiles &amp; Design</b>	<b>Board Developed Course</b> <b>Course number(s):</b> 11370 Textiles and Design (2 units – Preliminary) and 15390 Textiles and Design (2 units – HSC)
<b>Exclusions:</b> 41018 Applied Fashion Design and Technology VET BEC 120 hours, 41019 Applied Fashion Design and Technology VET BEC 240 hours, 16680 Textiles and Design Life Skills (2 units – Preliminary), 16680 Textiles and Design Life Skills (2 units – HSC), 16686 Technology Life Skills (2 units – Preliminary) (where Textiles and Design is undertaken within the course), 16686 Technology Life Skills (2 units – HSC) (where Textiles and Design is undertaken within the course)	
<b>Subject Contribution:</b> Preliminary - \$68.00 and HSC - \$68.00 These contributions are for figure templates, experimentation materials, fabric dyes, fabric decoration, folio pens, threads, and samples. Please note the MTP is an additional cost to the student.	
<b>Course description</b> The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use. The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).	
<b>What students learn</b> <b>Preliminary course</b> Design (40%) Properties and Performance of Textiles (50%) The Australian Textile, Clothing, Footwear and Allied Industries (10%)  <b>HSC course</b> Design (20%) Properties and Performance of Textiles (20%) The Australian Textile, Clothing, Footwear and Allied Industries (10%) Major Textiles Project (50%)	
<b>Course requirements</b> In the Preliminary course students will undertake two preliminary textile projects. Preliminary Project 1 is drawn from the area of study of Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Preliminary Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textile, Clothing, Footwear and Allied Industries.	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

Written examination (50 marks)

A written examination of 1 hour and 30 minutes plus 5 minutes reading time

Section/Part	Marks
<b>Section I</b> <ul style="list-style-type: none"><li>There will be objective response questions to the value of 10 marks</li></ul>	10
<b>Section II</b> <ul style="list-style-type: none"><li>There will be three short answer questions.</li><li>Questions will be based on the Area of Study:Design, Area of Study: Properties and Performance of Textiles, and Area of Study: Australian Textile,Clothing, Footwear and Allied Industries.</li><li>Each question will be worth 8 marks.</li><li>Each question will contain parts.</li></ul>	24
<b>Section III</b> <ul style="list-style-type: none"><li>There will be two questions, one based on the Area of Study:Design, and one based on the Area of Study:Properties and Performance of Textiles.</li><li>Each question will be worth 8 marks</li><li>Candidates will be required to answer both questions.</li></ul>	16
	<b>50</b>

## Major Textiles Project (50 marks)

The major Textiles Project has two components: textile item(s) relating to a selected focus area, and supporting documentation detailing design inspiration, visual design development, manufacturing specification and investigation, experimentation and evaluation.

## Outline of internal assessment requirements

NESA requirements include the completion of four assessment tasks in the HSC course.

<b>Course: Chinese Beginners</b>	<b>Board Developed Course</b> <b>Course No:</b> 11530 Chinese Beginners (2 Units – Preliminary) and 15540 Chinese Beginners (2 Units - HSC)
<b>Exclusions:</b> 11540 Chinese Continuers (2 units – Preliminary), 15550 Chinese Continuers (2 units – HSC), 15570 Chinese Extension (1 unit – HSC), 11547 Chinese In Context (2 units – Preliminary), 15557 Chinese In Context (2 units – HSC), 11555 Chinese and Literature (2 units – Preliminary) and 15565 Chinese and Literature (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 These contributions are for work booklets and writing script papers.	
<b>Course description</b> This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese. Topics covered provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture.	
<b>What students learn</b> Topics studied through two interdependent perspectives, the personal world and the Chinese communities, provide contexts in which students develop their communication skills in Chinese and their knowledge and understanding of language and culture. Students' skills in, and knowledge of Chinese 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 Chinese-speaking communities through the study of a range of texts.	
<b>Preliminary</b> Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese.	
<b>HSC</b> Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Chinese.	
<b>Topics</b> <ul style="list-style-type: none"> <li>● Family life, home and neighbourhood</li> <li>● People, places and communities</li> <li>● Education and work</li> <li>● Friends, recreation and pastimes</li> <li>● Holidays, travel and tourism</li> <li>● Future plans and aspirations.</li> </ul>	



# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written examination

A written examination of 2 hours and 30 minutes plus 10 minutes reading time.

### Oral examination

Students engage in a conversation with an examiner about the student's personal world.

## Summary of external and internal HSC Assessment

External Examination	Mark
<b>Written Examination</b> <i>Section I - Listening</i> Short-answer and objective response questions	30
<i>Section II - Reading</i> Questions containing short-answer and/or objective response parts	30
<i>Section III - Writing</i> <b>Part A</b> Two short-answer questions  <b>Part B</b> One extended response question	10  10
<b>Oral Examinations</b>	20
	<b>100</b>

Internal Assessment	Weighting
<b>Listening</b>	30
<b>Reading</b>	30
<b>Writing</b>	20
<b>Speaking</b>	20
	<b>100</b>

<b>Course:</b> Chinese Continuers	<b>Board Developed Course</b> <b>Course No:</b> 11540 Chinese Continuers (2 Units - Preliminary) and 15550 Chinese Continuers (2 Units - HSC)
<b>Exclusions:</b> 11530 Chinese Beginners (2 units – Preliminary), 15540 Chinese Beginners (2 units – HSC), 11547 Chinese In Context (2 Units – Preliminary), 15557 Chinese In Context (2 Units - HSC), 11555 Chinese and Literature (2 units – Preliminary) and 15565 Chinese and Literature (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 These contributions are for work booklets.	
<b>Course description</b> This course provides opportunities for students to develop their skills and knowledge of Chinese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Chinese speaking communities through the study of a range of texts.	
<p><b>What students learn</b></p> <p>The Preliminary and HSC courses have prescribed themes as their organisational focuses:</p> <ul style="list-style-type: none"> <li>● The Individual</li> <li>● The Chinese-speaking communities</li> <li>● The changing world</li> </ul> <p>Each Modern Languages Continuers syllabus has mandatory topics related to these themes.</p> <p><b>Preliminary</b></p> <p>Students' skills in, and knowledge of Chinese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics.</p> <p><b>HSC</b></p> <p>Students gain insight into the culture and language of Chinese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.</p>	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written exam

A written examination of three hours including 10 minutes reading time.

### Oral examination

Students engage in a conversation with an examiner about the student's personal world.

## Summary of external and internal HSC Assessment

External Examination	Mark
<b>Written Examination</b>	
<i>Section I - Listening and Responding</i> Short-answer and objective response questions	25
<i>Section II - Reading and Responding</i>	
Part A Two questions containing short-answers and/or objective response parts	25
Part B One extended response question	15
<i>Section III - Writing in Chinese</i>	
One short-answer question	5
One extended response question	10
<b>Oral Examinations</b>	20
	<b>100</b>

Internal Assessment	Weighting
<b>Listening</b>	30
<b>Reading</b>	30
<b>Writing</b>	20
<b>Speaking</b>	20
	<b>100</b>

<b>Course: Chinese In Context</b>	<b>Board Developed Course</b> <b>Course No:</b> 11547 Chinese In Context (2 Units – Preliminary) and 15557 Chinese In Context (2 Units - HSC)
<b>Exclusions:</b> 11530 Chinese Beginners (2 units – Preliminary), 15540 Chinese Beginners (2 units – HSC), 11540 Chinese Continuers (2 units – Preliminary), 15550 Chinese Continuers (2 units – HSC), 15570 Chinese Extension (1 unit – HSC), 11555 Chinese and Literature (2 units – Preliminary), 15565 Chinese and Literature (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 These contributions are for work booklets and writing script papers.	
<p><b>Course description</b></p> <p>This course focuses on the study of Issues. Students' intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through a range of texts related to the Issues, viewed from one or more of the three Perspectives (Personal, Community and International) and drawn from one or more of the three Contexts (Social and Community Settings, Contemporary Literature and the Arts, and Media). Students explore in depth an area of interest related to one of the Issues through the Personal Investigation.</p> <p>Chinese in Context develops students' intercultural and linguistic skills, as well as their knowledge and understanding, through the study of a range of texts.</p> <p>These texts are related to the following issues:</p> <ul style="list-style-type: none"> <li>▪ Young people and their relationships</li> <li>▪ Traditions and values in a contemporary society</li> <li>▪ The changing nature of work</li> <li>▪ The individual as a global citizen</li> <li>▪ Chinese identity in the international context viewed from one or more of three perspectives: <ul style="list-style-type: none"> <li>▪ Personal</li> <li>▪ Community</li> <li>▪ International</li> </ul> </li> </ul> <p>and drawn from one or more of three contexts</p> <ul style="list-style-type: none"> <li>▪ Social and community settings</li> <li>▪ Contemporary literature and the arts and</li> <li>▪ Media.</li> </ul>	
<p><b>What students learn</b></p> <p>The Preliminary and HSC courses have as their organisational focus the study of issues.</p> <p><b>Preliminary</b></p> <p>The students' intercultural and linguistic skills, knowledge and understanding of Chinese will be developed through the study of a range of texts related to the issues, viewed from one or more of the three perspectives (Personal, Community and International) and drawn from the one or more of the three contexts (Social and community settings, Contemporary literature and the arts, and Media).</p> <p><b>HSC</b></p> <p>In the HSC course, students will explore in depth an area of interest related to one of the issues through the Personal Investigation.</p> <p><b>Issues</b></p> <ul style="list-style-type: none"> <li>● <b>Young people and their relationships:</b> Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</li> <li>● <b>Traditions and values in a contemporary society:</b> Students will consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.</li> <li>● <b>The changing nature of work:</b> Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</li> <li>● <b>The individual as a global citizen:</b> Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.</li> <li>● <b>Chinese identity in the international context:</b> Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally</li> </ul>	

## Summary of external and internal HSC Assessment

### Outline of HSC examination specifications

#### Written examination

A written examination of 2 hours and 30 minutes plus 10 minutes reading time.

#### Oral examination

Students engage in a conversation with an examiner about the student's Personal Investigation.

External Examination	Mark
<b>Written Examination</b> <i>Section I – Responding to texts</i>  Approximately 6 questions examining the candidate's ability to respond to approximately 8 texts	50
<i>Section II – Creating texts in Chinese</i>  One extended response question	25
<b>Oral Examination</b>	25
	<b>100</b>

Internal Assessment	Weighting
Listening and Responding	25
Reading and Responding	25
Writing in French	25
Speaking	25
	<b>100</b>

<b>Course: Chinese and Literature</b>	<b>Board Developed Course</b> <b>Course No:</b> 11555 Chinese and Literature (2 units – Preliminary) and 15565 Chinese and Literature (2 units – HSC)
<b>Exclusions:</b> 11530 Chinese Beginners (2 units – Preliminary), 15540 Chinese Beginners (2 units – HSC), 11540 Chinese Continuers (2 units – Preliminary), 15550 Chinese Continuers (2 units – HSC), 15570 Chinese Extension (1 unit – HSC), 11547 Chinese In Context (2 Units – Preliminary) and 15557 Chinese In Context (2 Units - HSC)	
<b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 These contributions are for work booklets and writing script papers.	
<b>Course description</b> The study of Chinese and Literature contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge. Students develop an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities.	
<b>What students learn</b> This course provides students with the opportunity to develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues. As the course progresses, students study prescribed texts and themes and explore mandatory contemporary issues.	
<b>Preliminary</b> In the Preliminary course, students will develop their knowledge and understanding of Chinese through the study of language texts and contemporary issues.	
<b>HSC</b> In the HSC course, students will continue to develop their knowledge and understanding of Chinese through the study of prescribed texts, prescribed themes, and mandatory contemporary issues.	
<b>Prescribed Issues</b>	
<b>Theme</b>	<b>Contemporary Issues</b>
<b>The individual and the community</b>	the impact of a changing society on the individual gender roles in today's society the family in contemporary society
<b>Youth culture</b>	pressures on young people today the place of education in young people's lives the influence of traditional values on today's young people
<b>Perspectives on identity</b>	adapting to new cultures the relationships between overseas Chinese and their homeland
<b>Global issues</b>	economic growth and its impact the impact of international influences on Chinese-speaking communities

## Summary of external and internal HSC Assessment

### Outline of HSC examination specifications

#### Written examination

A written examination of 3 hours including 10 minutes reading time.

External Examination	Mark
<p><b>Written Examination</b></p> <p><i>Section I – Listening and Responding</i></p> <p>This section has two parts, Part A and Part B.</p> <p>Part A: One question based on an aural text in Chinese. The question will contain short-answer parts requiring a response in English.</p> <p>Part B: One extended question requiring a response in Chinese. The question will be based on two aural texts in Chinese related to the same contemporary issue.</p>	20
<p><i>Section II – Reading and Responding</i></p> <p>This section has two parts, Part A and Part B.</p> <p>Part A: Two questions requiring responses in either Chinese or English.</p> <p>Part B: One extended question requiring a response in Chinese.</p>	55
<p><i>Section III – Writing in Chinese</i></p> <p>Two extended questions requiring a response in Chinese.</p>	25
	<b>100</b>

Internal Assessment	Weighting
Listening	20
Reading	40
Writing	30
Speaking	10
	<b>100</b>

<b>Course: French Beginners</b>	<b>Board Developed Course</b> <b>Course No:</b> 11630 French Beginners (2 Units - Preliminary) and 15670 French Beginners (2 Units - HSC)
<b>Exclusions:</b> 11640 French Continuers (2 units – Preliminary), 15680 French Continuers (2 units – HSC), 15690 French Extension (1 unit – HSC)	
<b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 These contributions are for printing and teaching resources.	
<b>Course description</b> This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.	
<p><b>What students learn</b> Topics studied through two interdependent perspectives, the personal world and the chosen French communities, provide contexts in which students develop their communication skills in French 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.</p> <p><b>Preliminary</b> Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.</p> <p><b>HSC</b> Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.</p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>● Family life, home and neighbourhood</li> <li>● People, places and communities</li> <li>● Education and work</li> <li>● Friends, recreation and pastimes</li> <li>● Holidays, travel and tourism</li> <li>● Future plans and aspirations.</li> </ul>	



# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written examination

A written examination of 2 hours and 30 minutes plus 10 minutes reading time.

### Oral examination

Students engage in a conversation with an examiner about the student's personal world.

External Examination	Mark
<b>Written Examination</b>	
<i>Section I - Listening</i> Short-answer and objective response questions	30
<i>Section II - Reading</i> Questions containing short-answer and/or objective response parts	30
<i>Section III - Writing</i>	
Part A Two short-answer questions	10
Part B One extended response question	10
<b>Oral Examinations</b>	20
	<b>100</b>

Internal Assessment	Weighting
<b>Listening</b>	30
<b>Reading</b>	30
<b>Writing</b>	20
<b>Speaking</b>	20
	<b>100</b>

<b>Course: Japanese Beginners</b>	<b>Board Developed Course</b> <b>Course No:</b> 11740 Japanese Beginners (2 Units - Preliminary) and 15820 Japanese Beginners (2 Units - HSC)
<b>Exclusions:</b> 11750 Japanese Continuers (2 units – Preliminary), 15830 Japanese Continuers (2 units – HSC), 15850 Japanese Extension (1 unit – HSC), 11757 Japanese In Context (2 units – Preliminary), 15837 Japanese In Context (2 units – HSC), 11765 Japanese and Literature (2 units – Preliminary) and 15845 Japanese and Literature (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 These contributions are for work booklets and writing script papers.	
<b>Course description</b> This course provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics covered provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.	
<p><b>What students learn</b></p> <p>Topics studied through two interdependent perspectives, the personal world and Japanese communities, provide contexts in which students develop their communication skills in Japanese and their knowledge and understanding of language and culture.</p> <p>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 Japanese-speaking communities through the study of a range of texts.</p> <p><b>Preliminary</b></p> <p>Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.</p> <p><b>HSC</b></p> <p>Students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese.</p> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>● Family life, home and neighbourhood</li> <li>● People, places and communities</li> <li>● Education and work</li> <li>● Friends, recreation and pastimes</li> <li>● Holidays, travel and tourism</li> <li>● Future plans and aspirations.</li> </ul>	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written examination

A written examination of 2 hours and 30 minutes plus 10 minutes reading time.

### Oral examination

Students engage in a conversation with an examiner about the student's personal world.

## Summary of external and internal HSC Assessment

External Examination	Mark
<b>Written Examination</b>	
<i>Section I - Listening</i> Short-answer and objective response questions	30
<i>Section II - Reading</i> Questions containing short-answer and/or objective response parts	30
<i>Section III - Writing</i>	
Part A Two short-answer questions	10
Part B One extended response question	10
<b>Oral Examinations</b>	20
	<b>100</b>

Internal Assessment	Weighting
<b>Listening</b> Objective 1: Interacting Objective 2: Understanding texts	30
<b>Reading</b> Objective 1: Interacting Objective 2: Understanding texts	30
<b>Writing</b> Objective 1: Interacting Objective 3: Producing texts	20
<b>Speaking</b> Objective 1: Interacting Objective 3: Producing texts	20
	<b>100</b>

<b>Course:</b> Japanese Continuers	<b>Board Developed Course</b> <b>Course No:</b> 11750 Japanese Continuers (2 Units - Preliminary) and 15830 Japanese Continuers (2 units - HSC)
<b>Exclusions:</b> 11740 Japanese Beginners (2 units – Preliminary), 15820 Japanese Beginners (2 units – HSC), 11757 Japanese in Context (2 units – Preliminary), 15837 Japanese in Context (2 units – HSC), 11765 Japanese and Literature (2 units – Preliminary) and 15845 Japanese and Literature (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary – \$10.00 and HSC - \$10.00 These contributions are for course material and consumables	
<b>Course description</b> This course provides opportunities for students to develop their skills and knowledge of Japanese. Through tasks associated with a range of texts and text types, students gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
<b>What students learn</b> The Preliminary and HSC courses have prescribed themes as their organisational focuses: <ul style="list-style-type: none"> <li>● The Individual</li> <li>● The Japanese-speaking communities</li> <li>● The changing world</li> </ul> Each Modern Languages Continuers syllabus has mandatory topics related to these themes. <b>Preliminary</b> 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. <b>HSC</b> Students gain insight into the culture and language of Japanese-speaking communities through the study of a range of texts and text types, which reflect the themes and topics.	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written examination

A written examination of three hours including 10 minutes reading time.

### Oral examination

Students engage in a conversation with an examiner about the student's personal world.

## Summary of external and internal HSC Assessment

External Examination	Mark
<b>Written Examination</b>	
<i>Section I - Listening and Responding</i>	25
Short-answer and objective response questions	
<i>Section II - Reading and Responding</i>	
Part A	
Two questions containing short-answers and/or objective response parts	25
Part B	
One extended response question	15
<i>Section III - Writing in Japanese</i>	
One short-answer question	5
One extended response question	10
<b>Oral Examinations</b>	20
	<b>100</b>

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Internal Assessment	Weighting
<b>Listening and Responding</b>	30
<b>Reading and Responding</b>	30
<b>Writing in Japanese</b>	20
<b>Speaking</b>	20
	<b>100</b>

<b>Course: Japanese Extension (1 unit course– Year 12 only)</b>	<b>Board Developed Course</b> <b>Course No: 15850 Japanese Extension (2 Units - HSC)</b>
<b>Exclusions:</b> 11740 Japanese Beginners (2 units – Preliminary), 15820 Japanese Beginners (2 units – HSC), 11757 Japanese in Context (2 units – Preliminary), 15837 Japanese in Context (2 units – HSC), 11765 Japanese and Literature (2 units – Preliminary) and 15845 Japanese and Literature (2 units – HSC)	
<b>Prerequisites:</b> Japanese Continuers Preliminary course <b>Corequisites:</b> Japanese Continuers HSC course	
<b>Subject Contribution:</b> HSC - \$10.00 These contributions are for booklets which contain resources and course material.	
<b>Course description</b> <b>Modern Languages</b> The Extension course has a prescribed theme and related issues as its organisational focus. Students’ knowledge and understanding of the language and culture will be enhanced through accessing a variety of texts, some of which are prescribed, related to the theme and issues. There are course prescriptions for Extension language subjects.	
<b>What students learn</b> Students extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression. The organisational focus of the Japanese Extension course is the theme: the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.	

# Summary of External and School-Based Assessment

## Outline of HSC examination specifications

### Written examination

A written examination of 2 hours including 10 minutes reading time.

### Oral examination

Students will present a monologue in response to a question related to the prescribed issues. There will be a choice of two questions. The monologue will be approximately 3 minutes in length, with a preparation time of 7 minutes.

## Summary of external and internal HSC Assessment

External Examination	Mark
<b>Written Examination</b>	
<i>Section I - Response to prescribed text</i>	
<i>Part A</i>	
Short-answer questions	15
<i>Part B</i>	
One extended response question	10
<i>Section II - Writing in Japanese</i>	
Candidates answer one extended response question	15
<b>Oral Examination</b>	10
	<b>50</b>

Internal Assessment	Weighting
<b>Analysis of text</b>	40
<b>Writing</b>	40
<b>Speaking</b>	20
	<b>100</b>

Course: <b>Sport Coaching</b> (240 indicative hours) Board Endorsed Course Number: <b>50418</b>		Total 4 of units of credit – Preliminary and/or HSC	
The <b>SIS30519 Certificate III in Sport Coaching</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIS Sport, Fitness and Recreation</b> Training Package (Release 4) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>Units of Competency</b>			
6 Core		Electives	
BSBRK401	Identify risk and apply risk management processes	SISSCO012	Coach sports participants up to an intermediate level
HLTAID003	Provide first aid	SISXCAI009	Instruct strength and conditioning techniques
HLTWHS001	Participate in workplace health and safety	SISSSOF002	Continuously improve officiating skills and knowledge
SISSCO002	Work in a community coaching role	SISXDIS001	Facilitate inclusion for people with a disability
SISSCO003	Meet participant coaching needs	SISXIND006	Conduct sport, fitness and recreation events
SISSCO005	Continuously improve coaching skills and knowledge		
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b>			
Skills gained in this course transfer to other occupations. Working in the sport industry involves:			
<ul style="list-style-type: none"> <li>▪ assist coaching roles</li> <li>▪ application of sports and competition rules</li> </ul>		<ul style="list-style-type: none"> <li>▪ teaching sports skills to an intermediate level</li> <li>▪ organising and completing daily tasks</li> </ul>	
<b>Examples of occupations in the Sport Industry</b>			
<ul style="list-style-type: none"> <li>▪ sports trainer or coach</li> <li>▪ sports official</li> </ul>		<ul style="list-style-type: none"> <li>▪ athletic support worker</li> <li>▪ administration officer</li> </ul>	<ul style="list-style-type: none"> <li>▪ community coach</li> </ul>
<b>Mandatory course requirements to attain a HSC credential in this course</b>			
Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b>			
To enrol in <b>SIS30519 Certificate III in Sport Coaching</b> , students will be required to work in teams and perform under supervision or independently in a sporting environment or school. Students must be aware that they will need to have the physical ability to participate in the practical skills required for the course, and play a variety of sports and be able to demonstrate sports skills to junior players. These are inherent skill requirements for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b>			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Course consumables: \$TBC</b>			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



<b>Course: Exploring Early Childhood (1 unit course)</b>	<b>Content Endorsed Course</b> <b>Course No:</b> 31009 Exploring Early Childhood (1 unit – Preliminary), 31010 Exploring Early Childhood (2 units – Preliminary), 31011 Exploring Early Childhood (1 unit – HSC), 31012 Exploring Early Childhood (2 units – HSC)
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**Subject Contribution:** Preliminary - \$20.00 and HSC - \$20.00  
This contribution is for food consumables, batteries, nappies and wrist bands.

**Course description**  
Our society is increasingly recognising that children's experiences in the early childhood years form the foundation for future growth, development and learning.  
This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.

**What students learn**  
Through the study of Exploring Early Childhood, students learn to develop:

- knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children
- knowledge and understanding about the environmental factors that have an impact on young children's growth and development
- knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children
- skills in communication and interaction, research and analysis and decision-making and evaluation
- respect for the individuality and uniqueness of young children and their families
- an appreciation of the value and importance of supportive and responsible relationships with young children.

**Course requirements**  
The course comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. Fourteen optional modules are included in this course.  
The time allocated to each optional module is flexible within the range of 15–30 hours depending on the number of units for the course and the way in which the course is delivered.  
The table below explains the requirements for the 1 unit course, depending on the way in which the course is delivered.

Course	Hours	Preliminary/HSC	45 hours Core	Number of Optional Modules
1 unit/1 year	60	60 hours Preliminary OR 60 hours HSC	Yes	1 x 15 hour
1 unit/2 years	120	60 hours Preliminary PLUS 60 hours HSC	Yes	3–5

<b>Course: Philosophy</b> <b>(1 unit course)</b>	<b>School developed Board endorsed Course</b> <b>Course No: 63088</b>
<b>Exclusions:</b> Nil. No prior experience in Philosophy is required	
<b>Subject Contribution:</b> NIL	
<p>The course will run over three terms, as a Stage 6 course in Year 11 only</p> <p><b>Course Description</b></p> <ul style="list-style-type: none"> <li>• “Philosophy” literally means “love of wisdom” – it is the study and discussion of the nature of knowledge, reality and existence. The study of Philosophy in Stage 6 provides all students, but especially academically gifted students, with an opportunity to be intellectually challenged and engaged.</li> <li>• This course aims to develop students’ understanding of themselves in their world. It confronts students with authentic ethical, social and political dilemmas and challenges them to formulate consistent and rational solutions. The course explicitly teaches the skills of critical thinking, logic, reasoning, and thesis construction. In grappling with these problems, the students will develop a deeper understanding of the way that ethical and philosophical commitments shape personal, social and political decisions.</li> <li>• For the purpose of this course, “Philosophy” is defined as “a set of values, perceptions, beliefs and understandings that we, as humans, use to make decisions and choose courses of action that have the power to shape our world, both personally and on a larger scale. Through the study of Philosophy students will gain the ability to think freely, challenging assumptions, ideologies and beliefs through the use of reason and logic. While there are a plethora of courses that develop students’ abilities to answer questions, this course differs in that it develops a student’s ability to identify the questions we need to ask. This approach to learning, that seeks clarity and understanding, enriches debates in social or political discourse, and equips students with skills to think critically in all areas of study including in the humanities, performing arts and sciences.</li> </ul>	
<p><b>Course Topics</b></p> <p><b>MODULE 1: LOGIC.</b> This is the basis of the “Philosopher’s Toolkit” and should run as an overarching module that is studied concurrently with each of the other modules  Logic is defined here as the study of reasoning. Students will gain a basic understanding of the principles of logic and learn how to construct valid arguments. The students will hone these skills in structured practical philosophical discussions called Communities of Inquiry</p> <p><b>MODULE 2: EPISTEMOLOGY:</b> Epistemology is the study of the nature of knowledge, its acquisition, justification and application. Students will be introduced to views of knowledge that shaped western intellectual history as well as some views of how such knowledge is acquired and justified. The course also considers how knowledge is applied in different fields: mathematics, science, art, social sciences and the humanities</p> <p><b>MODULE 3: ETHICS:</b> Students will become familiar with key ideas and theories in the philosophical study of morality. These include conceptions of what is morally good and morally right, and both teleological or ends-based and deontological or duty-based ways of evaluating conduct, as well as approaches that emphasise character rather than conduct. They will also consider a variety of views regarding the basis of moral standards, the nature of moral knowledge and how we come by it, as well as the conditions under which people are morally responsible for what they do.</p> <p><b>MODULE 4: METAPHYSICS:</b> Metaphysics is a disciplinary field within philosophy that attempts to understand the nature of existence, or what is ultimately real. Often, this will involve getting beyond the appearance of this world and our understanding of it. In this module, students will explore some central problems in metaphysics, drawing upon both the history of philosophy and contemporary discussion. The topics covered include Plato’s theory of forms, Descartes’ mind-body problem, Berkeley’s idealism and modern materialism, free will and determinism, and personal identity.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> <li>Skills in logic and critical thinking.</li> <li>Skills and understanding of knowledge acquisition, justification and application.</li> <li>Ethical understanding.</li> <li>An understanding of the nature of existence.</li> <li>Reflective awareness and understanding of the positive influence philosophy has on society.</li> </ul>	
<p><b>Course Requirements:</b>  Students will undertake three internal assessments.</p>	

<p><b>Course: Sport, Lifestyle and Recreation Studies</b> (1 unit course)</p>	<p><b>Content Endorsed Course</b> <b>Course number(s):</b> 35014 Sport, Lifestyle and Recreation Studies (1 unit – Preliminary), 35015 Sport, Lifestyle and Recreation Studies (2 units – Preliminary), 35016 Sport, Lifestyle and Recreation Studies (1 unit – HSC) and 35017 Sport, Lifestyle and Recreation Studies (2 units – HSC)</p>
<p><b>Exclusions:</b> Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.</p>	
<p><b>Subject Contribution:</b> Preliminary - \$10.00 and HSC - \$10.00 This contribution is for workbooks and equipment costs.</p>	
<p><b>Course description</b> Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p>	
<p><b>What students learn</b> Through the study of Sport, Lifestyle and Recreations course, students learn to develop:</p> <ul style="list-style-type: none"> <li>● knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>● knowledge and understanding of the principles that affect quality of performance</li> <li>● an ability to analyse and implement strategies to promote health, physical activity and enhanced performance</li> <li>● a capacity to influence the participation and performance of self and others</li> <li>● a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential.</li> </ul> <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules (ranging from 20–40 hours in duration) such as:</p> <ul style="list-style-type: none"> <li>● Aquatics</li> <li>● Athletics</li> <li>● Dance</li> <li>● First Aid and Sports Injuries</li> <li>● Fitness</li> <li>● Games and Sports Applications</li> <li>● Gymnastics</li> <li>● Healthy Lifestyle</li> <li>● Individual Games and Sports Applications</li> <li>● Outdoor Recreation</li> <li>● Resistance Training</li> <li>● Social Perspectives of Games and Sport</li> <li>● Sports Administration</li> <li>● Sports Coaching and Training</li> </ul>	
<p><b>Course requirements</b> The Sport, Lifestyle and Recreation Studies course comprises 15 optional modules. There is no prescribed core component. The time allocated to each optional module is flexible within the range of 20–40 hours depending on the number of units for the course and the way in which the course is delivered. Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure, however, that the modules selected do not duplicate PDHPE modules. The table below explains the requirements for the 1 unit or 2-unit course, depending on the way in which the course is delivered.</p>	

<b>Course: Work Studies</b>	<b>Content Endorsed Course (Non-ATAR)</b>  Course No: 35201 Work Studies (2 units – Preliminary), 35203 Work Studies (2 units – HSC)
<b>Exclusions:</b> 16671 Work and the Community Life Skills (2 units – Preliminary) and 16671 Work and the Community Life Skills (2 units – HSC)	
<b>Subject Contribution:</b> Preliminary - \$5.00 and HSC - \$5.00 These contributions are for printing and resources.	
<p><b>Course description</b></p> <p>Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work. The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts and through self-directed project based learning.</p> <p>The Work Studies course assists students to:</p> <ul style="list-style-type: none"> <li>● recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities</li> <li>● develop an understanding of the changing nature of work and the implications for individuals and society</li> <li>● undertake work placement to allow for the development of specific job-related skills</li> <li>● acquire general work-related knowledge, skills and attitudes, transferable across different occupations</li> <li>● develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.</li> </ul>	
<p><b>What students learn</b></p> <p>The Work Studies CEC syllabus is available for study as a 1-unit 60-hour course; a 1-unit 120-hour course; a 2-unit 120-hour course; or a 2-unit 240-hour course.</p> <ul style="list-style-type: none"> <li>● <b>Core:</b> My Working Life</li> <li>● <b>Modules:</b> There are 11 elective modules that explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.</li> </ul>	

## Summary of Work Studies Assessment

There is no external examination of students in the Stage 6 Work Studies Content Endorsed Course. When completed as a HSC course, Work Studies will have an un-moderated school assessment mark recorded on the HSC Record of Achievement. There will be five assessments over the 240 hour course occurring to the objectives and outcomes assessment. One assessment will be a formal examination.

1. Research Task
2. Workplace Learning
3. Exam
4. Job Application
5. Research Report
6. Experiencing Work

<b>Component</b>	<b>Weighting</b>
Knowledge and Understanding	30
Skills	70
<b>Total</b>	<b>100</b>