

CHELTENHAM GIRLS' HIGH SCHOOL



SENIOR SCHOOL *Year 11 2021 and* **Year 12 2022 CURRICULUM** **OPTIONS**

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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, Saturday School of Community 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?

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 and are outlined in the course descriptions. The figures quoted are approximate and based on pre COVID 2020 costing. Students will be advised of actual final costs later in the year.

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 required 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.

Should you wish to choose a course which has a compulsory subject materials fee, and your family is experiencing financial hardship, please contact the Head Teacher Welfare for a Student Assistance Application Form.

Students and their families must be aware that where there are subject materials fees outstanding at the conclusion of Year 10, that these amounts need to be reconciled before commencing fee based courses in Year 11.

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).

Board Endorsed Courses

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

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

Some Board Endorsed Courses are one-year only courses.

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

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 VET courses may have the result included in the calculation of their ATAR. No more than two of these Category B units can be included in the ATAR calculation.

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.

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 (by EOI), History, Music, some Languages and VET.

English and Mathematics Extension Courses are available in Year 11 (Preliminary) and Year 12 (HSC) . Students must study the Year 11 (Preliminary) 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), will be required to complete an external course application form and submit it by the due date for subject selections (Monday 27th of July).
- ❖ Special consideration may be made **on written application** by students who wish to include in the pattern of study courses studied elsewhere including: NSW School of Languages, Saturday School or TAFE as part of their 12 units of Preliminary pattern of study. Further details will be provided through ‘Year 10 Subject Selections’ TEAM. Students wishing to apply for TAFE Courses are to complete an additional form available from the Careers teachers.

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 2023 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 2023 for Year 10 students” Booklet will be available to all Year 10 students in 2020 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

(See course notes following this table for explanation of symbols) NOT all the subjects are offered at CGHS

Subject	Year 11 & 12 Courses (2 Unit)	Year 11 (Preliminary) Extension Course (1 Unit)	Year 12 (HSC) Extension Courses (1 Unit)
Aboriginal Studies	Aboriginal Studies		
Agriculture	Agriculture		
Ancient History	Ancient History		History Extension ¹
Biology	Biology		Science Extension ²
Business Studies	Business Studies		
Chemistry	Chemistry		Science Extension ²
Community and Family Studies	Community and Family Studies		
Dance	Dance		
Design and Technology	Design and Technology		
Drama	Drama		
Earth and Environmental Science	Earth and Environmental Science		Science Extension ²
Economics	Economics		
Engineering Studies	Engineering Studies		
English	English Advanced	English Extension	English Extension 1 English Extension 2
	English Standard		
	English as an additional Language or Dialect English Studies		
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Industrial Technology		
Information Processes and Technology	Information Processes and Technology		
Investigating Science	Investigating Science		Science Extension ²
Languages	Please see next table		
Legal Studies	Legal Studies		
Mathematics	Mathematics Advanced	Mathematics Extension	Mathematics Extension 1 Mathematics Extension 2
	Mathematics Standard		
Modern History	Modern History		History Extension ¹
Music	Music 1 ³		Music Extension
	Music 2		
PD/Health/PE	PD/Health/PE		
Physics	Physics		Science Extension ²
Society and Culture	Society and Culture		
Software Design and Development	Software Design and Development		
Studies of Religion	#Studies of Religion I (1 Unit) ⁴ Studies of Religion II (2 Unit) ⁴		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

HSC BOARD DEVELOPED COURSES continued

Subject	Year 11 & 12 Courses (2 Unit)	Year 11 (Preliminary) Extension Courses (1 Unit)	Year 12 (HSC) Extension Courses 1(Unit)
Arabic	#Arabic Beginners #Arabic Continuers		Arabic Extension
Armenian	Armenian		
Chinese	# Chinese Beginners Chinese Continuers Chinese in Context Chinese and Literature		Chinese Extension
Classical Greek	Classical Greek Continuers		Classical Greek Extension
Croatian	Croatian ⁵		
Czech	Czech		
Dutch	Dutch		
Estonian	Estonian		
Filipino	Filipino		
French	# French Beginners French Continuers		French Extension
German	# German Beginners German Continuers		German Extension
Classical Hebrew	Classical Hebrew Continuers		Classical Hebrew Extension
Modern Hebrew	Modern Hebrew Continuers		
Hindi	Hindi		
Hungarian	Hungarian		
Indonesian	# Indonesian Beginners Indonesian Continuers Indonesian in Context Indonesian and Literature ⁶		Indonesian Extension
Italian	# Italian Beginners Italian Continuers		Italian Extension
Japanese	# Japanese Beginners Japanese Continuers Japanese in Context Japanese and Literature		Japanese Extension
Khmer	Khmer		
Korean	# Korean Beginners Korean Continuers Korean in Context Korean and Literature		
Latin	Latin Continuers		HSC Latin Extension
Latvian	Latvian		
Lithuanian	Lithuanian		
Macedonian	Macedonian ⁵		
Malay	Malay Background Speakers ⁶		
Maltese	Maltese		

Modern Greek	# Modern Greek Beginners Modern Greek Continuers		Modern Greek Extension
Persian	Persian		
Polish	Polish		
Portuguese	Portuguese		
Russian	Russian		
Serbian	Serbian ⁵		
Slovenian	Slovenian ⁵		
Spanish	# Spanish Beginners Spanish Continuers		Spanish Extension
Swedish	Swedish		
Tamil	Tamil		
Turkish	Turkish		
Ukrainian	Ukrainian		
Vietnamese	Vietnamese Continuers		

HSC Course Notes

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

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

- A number of subjects include a requirement for the development of project work for either internal or external assessment – for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit

1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension Course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units in Science. Students may take up an additional Science Extension in their HSC course provided they have taken a 2 unit Preliminary course in either Biology, Chemistry, Earth and Environmental Science, Physics and Investigation Science. Students are permitted to complete 7 units of Science in the HSC (Year 12) Course.
3. You must study Music Course 2 if you wish to study HSC Music Extension.
4. You may not study both Studies of Religion I and Studies of Religion II.
5. You may study only one of the following languages: Croatian continuers, Macedonian continuers, Serbian continuers.
6. You can only count either Malay Background Speakers or Indonesian and Literature in your pattern of study.

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

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. These are referred to as Category B 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). **No more than two category B units** can be included in the ATAR calculation.

- Automotive (EVET)
- Business Services (EVET)
- Construction (EVET)
- Electrotechnology (EVET)
- Entertainment Industry (EVET)
- Financial Services (offered to be studied at CGHS in 2021)
- Hospitality (EVET)
- Human Services (EVET)
- Information and Digital Technology (EVET)
- Metal and Engineering (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 on Tuesday 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.

2) Non-framework: EVET Content 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 Content Endorsed Courses contribute to a students' preliminary and/or HSC units but are not accredited towards an ATAR. Non-framework courses run for three terms, in some courses a second year may be available subject to numbers. Popular courses are Beauty, Community Recreation, Community Services, Hairdressing and Visual Arts, Craft and Design. Please refer to the VET course booklet available from the Careers Office for the full list.

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

Students are required to submit a TAFE application form to the Careers Office.

Please see Mrs Lake or Mrs Spring to discuss your external VET courses and the differing requirements. Please do not assume participation until your application has been processed. Students will generally be limited to one external VET course, if it supports vocational needs.

CONTENT ENDORSED COURSES (OTHER THAN VOCATIONAL CECs) in 2021

COURSE	
Exploring Early Childhood Philosophy	1 unit 1 unit
Sport, Lifestyle and Recreation Studies Work Studies	1 unit 2 unit

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

NSW SCHOOL OF LANGUAGES, SATURDAY SCHOOL 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, Saturday School 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, Saturday School 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 to 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 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.

Application forms can be downloaded from the External Courses Channel in TEAMs or outside the Head Teacher Wellbeing's Office . A subject fee 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 during the 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 costs provided in this booklet are based on 2020 figures. Students will be advised of the final costs later in the year



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**

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Course: English (Standard)	Course No: 11130 (Year 11) /15130 (Year 12)												
2 units for each of Year 11 and 12 Board Developed Course	Exclusions: English (Advanced); English (EALD); English (Extension);												
<p>Course Description</p> <p>English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.</p> <p>In the HSC English (Standard) course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts for different audiences and purposes. Students study at least four types of prescribed texts drawn from: prose fiction; drama; poetry; nonfiction or film or media or multimedia texts.</p>													
<p>Main Topics Covered</p> <table border="1"> <thead> <tr> <th>Year 11– The course has two sections:</th> <th>Year 12 - The course has two sections</th> </tr> </thead> <tbody> <tr> <td>Common module – Reading to Write: Transition to Senior English</td> <td>Common module – Texts and Human Experiences</td> </tr> <tr> <td>Module A: Contemporary Possibilities</td> <td>Module A: Language, Identity and Culture</td> </tr> <tr> <td>Module B: Close Study of Literature</td> <td>Module B: Close Study of Literature</td> </tr> <tr> <td></td> <td>Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B</td> </tr> <tr> <td> <p>Text requirements: There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p> </td> <td> <p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> ● prose fiction OR print nonfiction ● poetry OR drama ● film OR media <p>The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common Module: Texts and Human Experiences.</p> </td> </tr> </tbody> </table>		Year 11 – The course has two sections:	Year 12 - The course has two sections	Common module – Reading to Write: Transition to Senior English	Common module – Texts and Human Experiences	Module A: Contemporary Possibilities	Module A: Language, Identity and Culture	Module B: Close Study of Literature	Module B: Close Study of Literature		Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	<p>Text requirements: There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p>	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> ● prose fiction OR print nonfiction ● poetry OR drama ● film OR media <p>The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common Module: Texts and Human Experiences.</p>
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	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B												
<p>Text requirements: There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p>	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> ● prose fiction OR print nonfiction ● poetry OR drama ● film OR media <p>The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common Module: Texts and Human Experiences.</p>												
<p>Particular Course Requirements</p> <p>For the Year 11 English Standard course students are required to:</p> <ul style="list-style-type: none"> ● complete 120 indicative hours ● complete the common module as the first unit of work ● complete Modules A and B. <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> ● 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 ● texts with a wide range of cultural, social and gender perspectives ● integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 													

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.

Course: English (Advanced)	Course No: 11140 (Year 11) /15140 (Year 12)												
2 units for each of Year 11 and 12 Board Developed Course	Exclusions: English (Standard); English (EAL/D); English Studies												
<p>Course Description</p> <p>The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.</p>													
<p>Main Topics Covered</p> <table border="1"> <thead> <tr> <th>Year 11 Course</th> <th>Year 12 Course</th> </tr> </thead> <tbody> <tr> <td>Common Module Reading to Write–: Transition to Senior English</td> <td>Common module: Texts and Human Experiences</td> </tr> <tr> <td>Module A: Narratives That Shape Our World</td> <td>Module A: Textual Conversations</td> </tr> <tr> <td>Module B: Critical Study of Literature</td> <td>Module B: Critical Study of Literature</td> </tr> <tr> <td></td> <td>Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B</td> </tr> <tr> <td> <p>Text requirements:</p> <p>There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p> </td> <td> <p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> ● Shakespearean drama ● prose fiction OR print nonfiction ● poetry OR drama <p>The remaining text may be film, media or digital text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p> </td> </tr> </tbody> </table>		Year 11 Course	Year 12 Course	Common Module Reading to Write–: Transition to Senior English	Common module: Texts and Human Experiences	Module A: Narratives That Shape Our World	Module A: Textual Conversations	Module B: Critical Study of Literature	Module B: Critical Study of Literature		Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	<p>Text requirements:</p> <p>There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p>	<p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> ● Shakespearean drama ● prose fiction OR print nonfiction ● poetry OR drama <p>The remaining text may be film, media or digital text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>
Year 11 Course	Year 12 Course												
Common Module Reading to Write–: Transition to Senior English	Common module: Texts and Human Experiences												
Module A: Narratives That Shape Our World	Module A: Textual Conversations												
Module B: Critical Study of Literature	Module B: Critical Study of Literature												
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B												
<p>Text requirements:</p> <p>There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p>	<p>Students are required to closely study four prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> ● Shakespearean drama ● prose fiction OR print nonfiction ● poetry OR drama <p>The remaining text may be film, media or digital text or may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>												
<p>Particular Course Requirements</p> <p>In the Year 11 English (Advanced) Course students are required to:</p> <ul style="list-style-type: none"> ● complete 120 indicative hours ● complete the common module as the first unit of work ● complete Modules A and B. <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> ● 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 ● texts with a wide range of cultural, social and gender perspectives <p>integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate</p>													

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.

Course: Year 11 English Extension 1 Year 12 English Extension 1 Year 12 English Extension 2	Course No: 11150 (Year 11) / 15160/15170 (Year 12)
1 unit for each of Year 11 and 12 Board Developed Course	Exclusions: English (Standard); English (EAL/D); English Studies

Course Description

The **English Extension 1** 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. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation. They engage with complex texts that intellectually challenge them to think creatively and critically about the way that literature shapes and reflects the global world.

The course is designed for students with an interest in literature and a desire to pursue specialised study of English.

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 their 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.

Through the experimentation with and exploration of form, style and media students express complex concepts and values in innovative, insightful and powerful ways. The creative process involves the exploration and expression of complex human experiences, connects individuals to wider visions and perspectives, and enhances a student's enjoyment of literature and the aesthetics of language.

This course provides students with the opportunity to apply and extend research skills developed in the English Extension Year 11 course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

The course is designed for students who are independent learners with an interest in literature and a desire to pursue specialised study of English.

Main Topics Covered

Year 11 Course	Year 12 Course
Module: Texts, Culture and Value	Common module: Literary Worlds with ONE elective option
Related research project This project may be undertaken concurrently with the module	
Text requirements: Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts Students are required to study at least TWO related texts

English Extension 2

The Composition Process
Major Work
Reflection Statement
The Major Work Journal

Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement

Particular Course Requirements

For the **Year 12 English Extension 1** course students are required to:

- complete the Year 11 English Extension course as a prerequisite
- complete 60 indicative hours
- undertake ONE elective option from the common module.

For the **Year 12 English Extension 2** course students are required to:

- be undertaking study of the Year 12 English Extension 1 course
- complete 60 indicative hours
- complete a Major Work and Reflection Statement
- document coursework in a Major Work Journal.

The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.

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
	100

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">• complex analysis• sustained composition• independent investigation	50
	100

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 why they are valued

Objective 2: Skills in complex analysis composition and investigation

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

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.

Course: English as an Additional Language or Dialect	Course No: 11165 (Year 11) / 15155 (Year 12)												
2 units for each of Year 11 and 12 Board Developed Course	Exclusions: English (Standard); English (Advanced); English (Extension); English Studies												
Eligibility rules apply. Please ask your teacher to check the Stage 6 English syllabus.													
<p>Course Description</p> <ul style="list-style-type: none"> English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators. 													
<p>Main Topics Covered</p> <table border="1"> <tr> <td>Year 11 Course –Students are required to complete THREE Modules:</td> <td>Year 12 Course: Module A: Texts and Human Experiences</td> </tr> <tr> <td>Module A: Texts and Human Experiences</td> <td>Module B: Language, Identity and Culture</td> </tr> <tr> <td>Module B: Close Study of Text</td> <td>Module C: Close Study of Text</td> </tr> <tr> <td>Module C: Texts and Society</td> <td>Focus on Writing (studied concurrently with the above modules)</td> </tr> <tr> <td>Optional Teacher Developed Module</td> <td></td> </tr> <tr> <td> <p>Text requirements: There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p> </td> <td> <p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> prose fiction OR print nonfiction poetry OR drama film OR media. <p>The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in Module A: Texts and Human Experiences.</p> </td> </tr> </table>		Year 11 Course –Students are required to complete THREE Modules:	Year 12 Course: Module A: Texts and Human Experiences	Module A: Texts and Human Experiences	Module B: Language, Identity and Culture	Module B: Close Study of Text	Module C: Close Study of Text	Module C: Texts and Society	Focus on Writing (studied concurrently with the above modules)	Optional Teacher Developed Module		<p>Text requirements: There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p>	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> prose fiction OR print nonfiction poetry OR drama film OR media. <p>The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in Module A: Texts and Human Experiences.</p>
Year 11 Course –Students are required to complete THREE Modules:	Year 12 Course: Module A: Texts and Human Experiences												
Module A: Texts and Human Experiences	Module B: Language, Identity and Culture												
Module B: Close Study of Text	Module C: Close Study of Text												
Module C: Texts and Society	Focus on Writing (studied concurrently with the above modules)												
Optional Teacher Developed Module													
<p>Text requirements: There are no prescribed texts for Year 11. Students must explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.</p>	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> prose fiction OR print nonfiction poetry OR drama film OR media. <p>The selections of texts for the Focus on Writing module do not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in Module A: Texts and Human Experiences.</p>												
<p>Particular Course Requirements</p> <p>In the Year 11 English (EAL/D) Course students are required to:</p> <ul style="list-style-type: none"> complete 120 indicative hours complete Modules A, B and C engage in regular wide reading connected to, and described in, each of the modules engage in speaking and listening components in each module*. <p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> 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 texts with a wide range of cultural, social and gender perspectives integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. <p>* The modes of speaking and listening are integral to the development of students' language skills for students who are developing in their acquisition of the English language. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening and communication experiences within the context of the <i>English EAL/D Stage 6 Syllabus</i>.</p>													

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
	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, 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 of the 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 NESAs providing evidence of the student's individual circumstances.

Course: English Studies	Course No: 30105 (Year 11) / 30115 (Year 12)										
2 units for each of Year 11 and 12 Board Developed Course (Category B)	Exclusions: English (Standard); English (EAL/D); English (Advanced); Preliminary Extension 1										
<p>Course Description English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.</p>											
<p>Main Topics Covered</p> <table border="1"> <thead> <tr> <th>Year 11 Course</th> <th>Year 12 Course</th> </tr> </thead> <tbody> <tr> <td>Mandatory module – Achieving through English: English in education, work and community</td> <td>Mandatory common module – Texts and Human Experiences</td> </tr> <tr> <td>An additional 2–4 modules to be studied</td> <td>An additional 2–4 modules to be studied</td> </tr> <tr> <td colspan="2"> Text requirements: In Year 11 and 12 students are required to: <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). </td> </tr> <tr> <td> <p>Additional Requirements: In Year 11 & 12 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • 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 engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions. </td> <td> In Year 12 students will also be required to: <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. </td> </tr> </tbody> </table>		Year 11 Course	Year 12 Course	Mandatory module – Achieving through English: English in education, work and community	Mandatory common module – Texts and Human Experiences	An additional 2–4 modules to be studied	An additional 2–4 modules to be studied	Text requirements: In Year 11 and 12 students are required to: <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series). 		<p>Additional Requirements: In Year 11 & 12 students are required to:</p> <ul style="list-style-type: none"> • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • 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 engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.	In Year 12 students will also be required to: <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.
Year 11 Course	Year 12 Course										
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<p>Across Stage 6 the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia • 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 • texts with a wide range of cultural, social and gender perspectives, popular and youth cultures a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.											

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">• comprehending texts• communicating ideas• using language accurately, appropriately and effectively	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 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.

Course: Year 11 Mathematics Standard/ Year 12 Mathematics Standard 2	Course No: 11236 Year 11 Mathematics Standard 15236 Year 12 Mathematics Standard 2.
2 units for each of Year 11 and 12 Board Developed Course	Exclusions: Students may not study any other Stage 6 Year 11 mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other Stage 6 Year 12 mathematics course in conjunction with the Year 12 Mathematics Standard 2 course.
<p>Prerequisites: The Mathematics Standard 2 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.</p>	
<p>Course Description</p> <p>The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).</p> <p>All students studying the Mathematics Standard 2 course will sit for an HSC examination.</p> <p>All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 2 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 	
<p>Year 11 Course</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Formulae and Equations Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Applications of Measurement Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Data Analysis Relative Frequency and Probability 	<p>Year 12 Course</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> Non-right-angled Trigonometry Rates and Ratios <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> Investments and Loans Annuities <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> Bivariate Data Analysis The Normal Distribution <p>Topic: Networks</p> <ul style="list-style-type: none"> Network Concepts Critical Path Analysis

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
	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 must be an assignment or investigation-style 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
	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 assignment or 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 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.

Course: Year 11 Mathematics Standard/ Year 12 Mathematics Standard 1	Course No: 11236 Year 11 Mathematics Standard 30125 Year 12 Mathematics Standard 1
2 units for each of Year 11 and 12 Board Developed Course	Exclusions: Students may not study any other Stage 6 Year 11 mathematics course in conjunction with the Year 11 Mathematics Standard course, or any other Stage 6 Year 12 mathematics course in conjunction with the Year 12 Mathematics Standard 1 course.
<p>Prerequisites: 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 NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and the following substrands of Stage 5.2: Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis, Volume, some content from Equations, some content from Probability.</p>	
<p>Course Description: The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A). Mathematics Standard Year 11 course content that is essential for Mathematics Standard 1 Year 12 is identified by the symbol \diamond. Students studying the Mathematics Standard 1 course may elect to undertake an optional HSC examination. To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination. For the purposes of calculating the ATAR, no more than 2 units from Category B courses can be included. All students studying the Mathematics Standard course in Stage 6 will have the opportunity to enhance their numeracy skills and capabilities. The content of the course aligns with Level 3 of the Australian Core Skills Framework.</p> <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training. 	
<p>Year 11 Course</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Formulae and Equations • Linear Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Applications of Measurement • Working with Time <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Money Matters <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Data Analysis • Relative Frequency and Probability 	<p>Year 12 Course</p> <p>Topic: Algebra</p> <ul style="list-style-type: none"> • Types of Relationships <p>Topic: Measurement</p> <ul style="list-style-type: none"> • Right-angled Triangles • Rates • Scale Drawings <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Investment • Depreciation and Loans <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Further Statistical Analysis <p>Topic: Networks</p> <ul style="list-style-type: none"> • Networks and Paths

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
	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 must be an assignment or investigation-style 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
	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 assignment or investigation-style 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.

Course: Mathematics Advanced	Course No: 11255 Year 11 Mathematics Advanced 15255 Year 12 Mathematics Advanced.
2 units for each of Year 11 and 12 Board Developed Course	Exclusions: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.
<p>Prerequisites:The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: Algebraic techniques, Surds and indices, Equations, Linear relationships, Trigonometry and Pythagoras' theorem and Single variable data analysis.</p> <p>And at least some of the content from the following substrands of Stage 5.3: Non-linear relationships and Properties of Geometrical Shapes.</p>	
<p>Course Description</p> <p>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.</p> <p>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.</p> <p>All students studying the Mathematics Advanced course will sit for an HSC examination.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning • provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role • provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. 	
<p>Year 11 Course</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Working with Functions <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometry and Measure of Angles • Trigonometric Functions and Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Introduction to Differentiation <p>Topic: Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> • Logarithms and Exponentials <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Probability and Discrete Probability Distributions 	<p>Year 12 Course</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> • Graphing Techniques <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> • Trigonometric Functions and Graphs <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Differential Calculus • The Second Derivative • Integral Calculus <p>Topic: Financial Mathematics</p> <ul style="list-style-type: none"> • Modelling Financial Situations <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> • Descriptive Statistics and Bivariate Data Analysis • Random Variables

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
	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 must be an assignment or investigation-style 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
	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 assignment or 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 Advanced will sit for an HSC examination.

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

Course: Mathematics Extension 1	Course No: 11250 Year 11 Mathematics Extension 15250 Year 12 Mathematics Extension 1
1 unit Year 11 Board Developed Course. 1 unit Year 12 Board Developed Course.	Exclusions: Students may not study the Mathematic Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.
Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: Polynomials, Logarithms Functions and Other Graphs and Circle Geometry.	
<p>Course Description</p> <p>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.</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course.</p> <p>All students studying the Mathematics Extension 1 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 1 in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. 	
<p>Year 11 Course</p> <p>Topic: Functions</p> <ul style="list-style-type: none"> Further Work with Functions Polynomials <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> Inverse Trigonometric Functions Further Trigonometric Identities <p>Topic: Calculus</p> <ul style="list-style-type: none"> Rates of Change <p>Topic: Combinatorics</p> <ul style="list-style-type: none"> Working with Combinatorics 	<p>Year 12 Course</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> Introduction to Vectors <p>Topic: Trigonometric Functions</p> <ul style="list-style-type: none"> Trigonometric Equations <p>Topic: Calculus</p> <ul style="list-style-type: none"> Further Calculus Skills Applications of Calculus <p>Topic: Statistical Analysis</p> <ul style="list-style-type: none"> The Binomial Distribution

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
	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 must be an assignment or investigation-style 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
	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 assignment or 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 1 will sit for an HSC examination.

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

Course: Mathematics Extension 2	Course No: 15260 Year 12 Mathematics Extension 2
1 unit Year 12 Board Developed Course	Exclusions: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.
<p>Prerequisites: The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.</p>	
<p>Course Description</p> <p>The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course.</p> <p>The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum.</p> <p>All students studying the Mathematics Extension 2 course will sit for an HSC examination.</p> <p>The study of Mathematics Extension 2 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration • provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level • provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. 	
<p>Year 12 Content</p> <p>Topic: Proof</p> <ul style="list-style-type: none"> • The Nature of Proof • Further Proof by Mathematical Induction <p>Topic: Vectors</p> <ul style="list-style-type: none"> • Further Work with Vectors <p>Topic: Complex Numbers</p> <ul style="list-style-type: none"> • Introduction to Complex Numbers • Using Complex Numbers <p>Topic: Calculus</p> <ul style="list-style-type: none"> • Further Integration <p>Topic: Mechanics</p> <ul style="list-style-type: none"> • Applications of Calculus to Mechanics 	

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
	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 assignment or 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.

Course: Biology	Course No: 11030 (Year 11) /15030 (Year12)
2 units for each of Year 11 and 12 Board Developed Course	Exclusions:
Subject Fee: Year 11 course contribution \$13.00, being for additional practical consumables Year 12 course contribution \$13.00, being for additional practical consumables	
Course Description The Year 11 course investigates cellular structure and provides a base 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 how this leads to 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.	
Course Content	
Year 11 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Cells as the Basics of Life · Organisation of Living Things · Biological Diversity · Ecosystem Dynamics 	Year 12 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Heredity · Genetic Change · Infectious Disease · Non-infectious Disease and Disorders
Particular Course Requirements 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.	

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
	100

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%
- 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
	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 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.

Course: Chemistry	Course No: 11050 (Year 11) /15050 (Year 12)
2 units for each of Year 11 and 12 Board Developed Course	Exclusions:
Subject Fee: Year 11 course contribution \$13.00, being for additional practical consumables and booklets Year 12 course contribution \$13.00, being for additional practical consumables and booklets	
Course Description 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.	
Course Content	
Year 11 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Properties and Structure of Matter · Introduction to Quantitative Chemistry · Reactive Chemistry · Drivers of Reactions 	Year 12 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Equilibrium and Acid Reactions · Acid/base Reactions · Organic Chemistry · Applying Chemical Ideas
Particular Course Requirements 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
	100

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%
- 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
	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 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.

Course: Earth and Environmental Science	Course No: 11100 (Year 11) /15100 (Year 12)
2 units for each of Year 11 and 12 Board Developed Course	Exclusions:
Subject Fee: Year 11 course contribution \$13.00, being for additional practical consumables Year 12 course contribution \$13.00, being for additional practical consumables	
Course Description The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur 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.	
Course Content	
Topics Covered Year 11 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Earth's Resources · Plate Tectonics · Energy Transformations · Human Impacts 	Year 12 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Earth's Processes · Hazards · Climate Science · Resource Management
Particular Course Requirements 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
	100

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%
- 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
	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 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.

Course: Investigating Science	Course No: 11215 (Year 11) /15215 (Year 12)
2 units for each of Year 11 and 12 Board Developed Course	Exclusions:
Subject Fee: Year 11 course contribution \$ 13.00, being for additional practical consumables Year 12 course contribution \$ 13.00, being for additional practical consumables	
Course Description 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.	
Course Content	
Year 11 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Cause and Effect - Observing · Cause and Effect – Inferences and Generalisations · Scientific Models · Theories and Laws 	Year 12 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Scientific Investigations · Technologies · Fact or Fallacy? · Science and Society
Particular Course Requirements 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
	100

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%
- 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
	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 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.

Course: Physics	Course No: 11310 (Year 11) /15330 (Year 12)
2 units for each of Year 11 and 12 Board Developed Course	Exclusions:
Subject Fee: Year 11 course contribution \$13.00, being for additional practical consumables Year 12 course contribution \$13.00, being for additional practical consumables	
Course Description The Year 11 course develops student's 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 they were introduced to in Year 11 to motion in two dimensions, electromagnetism, theories of light, the atom and the Universe.	
Course Content	
Year 11 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Kinematics · Dynamics · Waves and Thermodynamics · Electricity and Magnetism 	Year 12 Course Working Scientifically Skills Core Modules <ul style="list-style-type: none"> · Advanced Mechanics · Electromagnetism · The Nature of Light · From the Universe to the Atom
Particular Course Requirements 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
	100

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%
- 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
	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 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.

Course: Science Extension	Course No: 15345
1 unit Board Developed Course for Year 12	Exclusions:
Subject Fee: Year 12 course contribution \$50. Additional equipment/material charges may apply based on student projects.	
<p>Course Description Science Extension is a new course with a focus on the authentic application of scientific research skills to produce a Scientific Research Report generally acceptable for publication. Students propose and develop a research question, formulate a hypothesis and develop evidence-based responses to create their Scientific Research Report which is supported by a Scientific Research Portfolio. The four modules integrate the skills of Working Scientifically within the course content to form the framework for the Scientific Research Project.</p> <p>Note: 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>Course Content: Year 12 Course Working Scientifically Skills Core Modules</p> <ul style="list-style-type: none"> · The Foundations of Scientific Thinking · The Scientific Research Proposal · The Data, Evidence and Decisions · The Scientific Research Report 	
<p>Particular Course Requirements Prerequisite courses for Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.</p> <p>Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.</p> <p>Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.</p> <p>The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the HSC: All My Own Work course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols.</p> <p>All scientific research must be sensitive to community expectations and individual school requirements in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.</p>	

Summary of External and School-Based Assessment

Year 12 Science Extension School-based Assessment Requirements

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Communicating knowledge and understanding	30
Analysing and evaluating data	30
Scientific research skills	40
	100

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

- three assessment tasks
- the minimum weighting for a formal task is 20%
- the maximum weighting for a formal task is 40%
- one task may be a formal written examination with a maximum weighting of 30%
- one task must be the Scientific Research Report with a weighting of 40%.

HSC Examination Specifications

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

Course: Ancient History	Course No: 11020 (Year 11) /15020 (Year 12)
2 units for Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</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 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.</p> <p>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>Main Topics Covered</p> <p>Year 11</p> <ul style="list-style-type: none"> ▪ Part 1: Investigating Ancient History (60 indicative hours including ‘The Nature of Ancient History’ and ‘Case Studies’) <p>The Nature of Ancient History Two Case Studies: Possible topics include: Old Kingdom Egypt, Tutankhamun’s Tomb, Homer’s Iliad and the archaeology of Troy, City of Rome, The Celts, Nineveh, Palmyra and the Silk Road, Persepolis.</p> <ul style="list-style-type: none"> ▪ Part II: Features of Ancient Societies (40 indicative hours) <p>Key features such as Power and Image, Death and Funerary Customs, Women or Slavery are analysed and explained in two Ancient societies which could include: Egypt, Persia, Greece, Carthage, Rome, Celtic Europe, India or China</p> <ul style="list-style-type: none"> ▪ Part III: Historical Investigation (20 indicative hours) <p>The investigation allows students to select an ancient society, theme or event of their own choice to further develop their own investigative, research and presentation skills.</p> <p>Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>Year 12</p> <ul style="list-style-type: none"> ▪ Part I: Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours) ▪ Part II: ONE ‘Ancient Societies’ topic (30 indicative hours). Societies may include: New Kingdom Egypt, Persia, Minoan Crete, Sparta, Athens ▪ Part III: ONE ‘Personalities in their Times’ topic (30 indicative hours): Personalities may include Hatshepsut, Xerxes, Pericles, Alexander the Great, Julius Caesar, Agrippina the Younger ▪ Part IV: ONE ‘Historical Periods’ topic (30 indicative hour); Topics may include New Kingdom Egypt, Persia, The Greek World 500-440, The Fall of the Roman Republic, The Julio-Claudians <p>Historical concepts and skills are integrated with the studies undertaken in Year 12</p>	
<p>Particular Course Requirements</p> <p>In the Year 11 course, students undertake at least two case studies. One case study must be from Egypt, Greece, Rome or Celtic Europe, and one case study must be from Australia, Asia, the Near East or the Americas.</p> <p>The Year 12 course requires study from at least two of the following areas: Egypt, Near East, China, Greece, Rome.</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%
- 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%
- 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, and 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.

Course: Business Studies	Course No: 15040
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Subject Fee: \$5 for work booklets	
<p>Course Description</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 will 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.</p> <p>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>Preliminary Course</p> <p><i>Nature of business</i> (20%) – the role and nature of business <i>Business management</i> (40%) – the nature and responsibilities of management <i>Business planning</i> (40%) – establishing and planning a small to medium enterprise</p> <p>HSC Course</p> <p><i>Operations</i> (25%) – strategies for effective operations management <i>Marketing</i> (25%) – development and implementation of successful marketing strategies <i>Finance</i> (25%) – financial information in the planning and management of business <i>Human resources</i> (25%) – human resource management and business performance</p>	
<p>Prerequisites - There are NO prerequisites necessary for Business Studies in Years 11 & 12</p>	

Summary of external and internal HSC Assessment

Outline of HSC examination specifications

Business Studies HSC examination specifications to apply from the HSC 2012.

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

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

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%

Course: Economics	Course No: 15110
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Subject Fee: \$5 for work booklets	
<p>Course Description 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 will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p>Preliminary Course <i>Introduction to Economics</i> – the nature of economics and the operation of an economy <i>Consumers and Business</i> – the role of consumers and business in the economy <i>Markets</i> – the role of markets, demand, supply and competition <i>Labour Markets</i> – the workforce and role of labour in the economy <i>Financial Markets</i> – the financial market in Australia including the share market <i>Government in the Economy</i> – the role of government in the Australian economy.</p>	
<p>HSC Course <i>The Global Economy</i> – Features of the global economy and globalisation <i>Australia's Place in the Global Economy</i> – Australia's trade and finance <i>Economic Issues</i> – issues including growth, unemployment, inflation, wealth and management. <i>Economic Policies and Management</i> – the range of policies to manage the economy.</p>	
Pre-requisites - There are NO pre-requisites necessary for Economics in Year 11 and 12.	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Economics are outlined below.

Outline of HSC examination specifications

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

Section/Part	Marks
Section I <ul style="list-style-type: none">Objective Response questions	20
Section II <ul style="list-style-type: none">Short-answer questions	40
Section III <ul style="list-style-type: none">Two stimulus-based extended response questionsStudents answer ONE question with an expected length of response of around six (6) examination writing booklet pages (approximately 800 words)	20
Section IV <ul style="list-style-type: none">Two extended response questionsStudents answer ONE question with an expected length of response of around six (6) examination writing booklet pages (approximately 800 words)	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
	100

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%

Course: Geography	Course No: 15190
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Subject Fee: \$5 for work booklets	
<p>Course Description</p> <p>The Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills and the study of contemporary geographical issues.</p> <p>The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographer's contribution to understanding our environment and demonstrates the relevance of geographical study.</p>	
<p>Preliminary Course</p> <p><i>Biophysical Interactions</i> – how biophysical processes contribute to sustainable management. <i>Global Challenges</i> – geographical study of issues at a global scale. <i>Senior Geography Project</i> – a geographical study of student's own choosing.</p> <p>HSC Course</p> <p><i>Ecosystems at Risk</i> – the functioning of ecosystems, their management and protection. <i>Urban Places</i> – study of cities and urban dynamics. <i>People and Economic Activity</i> – geographic study of economic activity in a local and global context.</p> <p>Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.</p> <p>Particular Course Requirements</p> <p>Students complete a senior geography project (SGP) in the Preliminary course and should undertake 12 hours of fieldwork in both the Preliminary and HSC courses.</p>	
<p>Prerequisites - There are NO prerequisites necessary for Geography in Years 11 and 12. This course is very different to the content and experiences in Years 9 and 10. ALL of the geographic skills covered in Stages 4 and 5 are relevant to Geography in Years 11 and 12. Mandatory fieldwork is part of both the Year 11 and Year 12 Geography courses.</p>	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Geography are outlined below.

Outline of HSC examination specifications

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

Section/Part	Marks
Section I <ul style="list-style-type: none">Objective Response questionsQuestions may require candidates to refer to the stimulus booklet and to apply geographical skills and tools	25
Section II <ul style="list-style-type: none">There will be approximately five short-answer questions.Questions may contain partsThere will be approximately 12 items in total.Questions may require candidates to refer to the stimulus booklet and to apply geographical skills and tools.	35
Section III <ul style="list-style-type: none">There will be three extended response questions, one question for each of the syllabus topics.Candidates will be required to answer two questions.The expected length of each response will be around six pages of an examination writing booklet (approximately 800 words).Questions may require candidates to refer to the stimulus booklet.	40
	100

Outline of internal assessment requirements

There will be three to five 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
	100

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%

Course: History Extension	Course No: 15280
1 unit Year 12 (HSC) Board Developed Course	Exclusions: Nil
<p>Course Description 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.</p>	
<p>Main Topics Covered</p> <p>Part I: Constructing History (minimum 40 indicative hours) Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:</p> <ul style="list-style-type: none"> ● 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? <p>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 above. Case studies could include Elizabeth I and the Elizabethan Age, JFK, Appeasement (WW2), Cleopatra VII or The Crusades.</p> <p>Part II: History Project (maximum 20 indicative hours) The History Project provides the opportunity for students to design and conduct an investigation into an area of changing historical interpretation. Students develop and refine specific questions for investigation that contribute to their understanding of some or all of the key questions. Students work independently to plan and conduct their investigation. The investigation provides opportunities to apply the historiographical understanding developed through the coursework and/or develop their own approaches to constructing and representing history.</p>	
<p>Particular Course Requirements Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.</p>	

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.

Course: Legal Studies	Course No: 15220
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Subject Fee: \$5 for work booklets	
<p>Course Description 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, 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.</p>	
<p>Preliminary Course Part I – The Legal System (40% of course time) Part II – The Individual and the Law (30% of course time) Part III – The Law in Practice (30% of course time) 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>	
<p>HSC Course Core Part I: Crime (30% of course time) Core Part II: Human Rights (20% of course time) Part III: Two options (50% of course time) - including: Consumer, Global Environmental Protection, Family, Indigenous Peoples, Shelter, Workplace or World Order</p>	
<p>The Two options chosen are selected in consultation with students' preferences</p> <p>Each topic's themes and challenges should be integrated into the study of the topic.</p>	
<p>Pre-requisites - There are NO pre-requisites necessary for Legal Studies in Years 11 and 12. The year 12 course involves the study of TWO options. Student choice determines these options.</p>	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Legal Studies are outlined below.

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

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%

Course: Modern History	Course No: 11270 (Year 11) /15270 (Year 12)
2 units for Year 11 and Year 12 Board Developed Course	Exclusions: Nil
<p>Course Description</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 1919–1946. 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>Main Topics Covered</p> <p>Year 11</p> <p>Part I: Investigating Modern History (60 indicative hours including ‘The Nature of Modern History’ and ‘Case Studies’). Students undertake at least one option from ‘The Nature of Modern History’, and at least two case studies. ‘The Nature of Modern History’ options include: The Investigation of Historic Sites and Sources, The Contestability of the Past, The Construction of Modern Histories, History and Memory. Case Study options include: The Decline and Fall of the Romanov Dynasty, The American Civil War, Tibet in the Modern World, Genocide in Rwanda, The Cuban Revolution, The Making of Modern South Africa</p> <p>Part II: Historical Investigation (20 indicative hours) The historical investigation is designed to provide opportunities for all students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. Students are encouraged to select a topic and presentation style that reflects their individual interests.</p> <p>Part III: The Shaping of the Modern World (40 indicative hours) Students investigate forces and ideas that shaped the modern world through a study of key events and developments and the meaning of modernity. Students study at least one of the of the following topics: The Enlightenment, The French Revolution, The Age of Imperialism, The Industrial Age, World War I, The End of Empire. Historical concepts and skills are integrated with the studies undertaken in Year 11.</p> <p>Year 12 (30 indicative hours each)</p> <p>Part I: Core Study: Power and Authority in the Modern World 1919–1946: Dictatorships; Nazi Germany; Peace and Security</p> <p>Part II: One ‘National Studies’ topic: options include Russia and the Soviet Union 1917-1941, USA 1919-1941, Indonesia 1945-2005</p> <p>Part III: One ‘Peace and Conflict’ topic: options include Conflict in Indochina 1954–1979, Conflict in Europe 1935-1945, The Cold war 1945-1991</p> <p>Part IV: One ‘Change in the Modern World’ topic: options include Apartheid in South Africa 1960–1994, The Changing World Order 1945-2011, Civil Rights in the USA 1945-1968 Historical concepts and skills are integrated with the studies undertaken in Year 12.</p>	
<p>Particular Course Requirements</p> <p>In the Year 11 course, students undertake at least two case studies. One case study must be from Europe, North America or Australia, and one case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.</p> <p>In the Year 12 course, students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.</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, and 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

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.

Course: Society and Culture	Course No: 15350
2 units for Preliminary and HSC Board Developed Course	Exclusions: Nil
<p>Course Description</p> <p>The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.</p> <p>Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.</p> <p>Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:</p> <ul style="list-style-type: none"> • themselves • their own society and culture • the societies and cultures of others. 	
<p>Preliminary Course</p> <ul style="list-style-type: none"> ▪ <u>The Social and Cultural World</u> – (30%) The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time. ▪ <u>Personal and Social Identity</u> – (40%) The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings. ▪ <u>Intercultural Communication</u> – (30%) The focus of this study is to understand how people in different social, cultural and environmental settings behave, communicate and perceive the world around them so that they can better understand each other and their world. 	
<p>HSC Course</p> <p>Core:</p> <ul style="list-style-type: none"> ▪ <u>Social and Cultural Continuity and Change</u> – (30%) The focus of this study is to understand the nature of social and cultural continuity and change and to examine it, through the application of research methods and social theory, in relation to a selected country. ▪ <u>The Personal Interest Project</u> – (30%) The Personal Interest Project is an individual research project of your choice and is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student. <p>Depth Studies:</p> <p>TWO topics will be selected from the following (20% each):</p> <ul style="list-style-type: none"> ▪ <u>Popular Culture</u> – The interaction between popular culture, society and the individual. ▪ <u>Social Inclusion and Exclusion</u> - The nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures. ▪ <u>Belief Systems</u> – The relationship of belief systems and ideologies to culture and identity. ▪ <u>Social Conformity and Nonconformity</u> - The formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, nonconformity. 	
<p>Particular Course Requirements:</p> <p>Completion of Personal Interest Project.</p>	

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
	100

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
	100

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.

Course: Studies of Religion 1 unit course	Course Number: 15370
1 unit for each of Year 11 and HSC Board Developed Course	Exclusions : Nil
<p>Course Description</p> <p>The aim of the Stage 6 Studies of Religion syllabus is to promote 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 societies.</p> <p>In the Preliminary Course students study the nature of religion and beliefs as an overview and then undertake detailed studies of TWO different religious traditions selected from the five major world religions of Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <p>In the HSC Course students study Religion and Belief Systems in Australia post-1945 and continue their study of the same TWO religious traditions undertaken in the Preliminary Course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>PART 1 The focus of this study is the nature of religion and beliefs as a distinctive response to the human search for meaning in life. This study provides an understanding of the nature of religion and the expression of religious thought and practice in various global belief systems. In this part of the course, the religious traditions illustrate the variety of beliefs about the relationship between the supernatural and the human, the search for meaning and the ultimate goal of human life. Students also investigate the unique expression of spirituality by Aboriginal peoples. These responses all demonstrate a relationship between beliefs and their adherents</p> <p>PART 2 The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. In a Religious Tradition Study, the particular focus is on the ways in which a religious tradition, as an integrated belief system, provides a distinctive answer to the enduring questions of human existence. The study of a particular religious tradition enables students to demonstrate an appreciation of the diversity of expression within, and the underlying unity of the whole religious tradition.</p> <p>HSC Course</p> <p>PART1 Religious expression in Australia's multicultural and multi faith society since 1945. This includes:-</p> <ul style="list-style-type: none"> • Aboriginal spirituality as determined by the Dreaming including an appreciation of Aboriginal spiritualities and their contribution to an understanding of religious beliefs and religious expression in Australia today. • Religious expression in Australia – 1945 to the present: changing patterns of religious adherence, the current religious landscape, religious dialogue in multi-faith Australia, the relationship between Aboriginal spiritualities and religious traditions in the process of Reconciliation. <p>PART 2 The purpose of this section is to develop a comprehensive view of religious traditions as living religious systems that link directly with the life of adherents. This section of the course will explore the following areas for TWO Religious Traditions selected from Buddhism, Christianity, Hinduism, Islam and Judaism.</p> <ul style="list-style-type: none"> • Significant people and ideas in the belief system • Ethics • Significant practices in the life of the adherents 	
<p>Particular Course requirements</p> <p>Students must study TWO religious traditions from the five identified in the syllabus. Selection will be made in collaboration with the teacher.</p>	

Summary of external and school based assessment

Year 11 Course assessment components and weightings

Component	Weighting
Knowledge and understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of information, ideas and issues in appropriate forms	10
	100

Component	Weighting
Knowledge and understanding of course content	20
Source-based skills	10
Investigation and research	10
Communication of information, ideas and issues in appropriate forms	10
	50

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

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

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

Course: Community and Family Studies	Course No: 15060
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Subject Fee: \$10 for work booklets	
<p>Course Description</p> <p>Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Resource Management Basic concepts of the resource management process (approximately 20% of course time). ● Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). ● Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). <p>HSC Course</p> <ul style="list-style-type: none"> ● Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). ● Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). ● Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time). <p>HSC Option Modules</p> <p>Select one of the following (approximately 25% of course time):</p> <ul style="list-style-type: none"> ● Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. ● Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. ● Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 	
<p>Particular Course Requirements</p> <p>Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Community and Family Studies are outlined below.

Outline of HSC examination specifications

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

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

Outline of internal assessment requirements

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

Component	Weighting
Knowledge and understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors and nature of groups, families and communities	40
Skills in: applying management processes to meet the needs of individuals, groups, families and communities and planning to take responsible action to promote wellbeing	25
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	35
	100

Course: Personal Development, Health and Physical Education	Course No: 15320
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Nil
Subject Fee: \$10 for work booklets	
<p>Course Description</p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>	
<p>Preliminary Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Better Health for Individuals ▪ The Body in Motion <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ▪ First Aid ▪ Composition and Performance ▪ Fitness Choices ▪ Outdoor Recreation 	<p>HSC Course</p> <p>Core Topics (60%)</p> <ul style="list-style-type: none"> ▪ Health Priorities in Australia ▪ Factors Affecting Performance <p>Optional Component (40%)</p> <p>Students select two of the following options:</p> <ul style="list-style-type: none"> ▪ The Health of Young People ▪ Sport and Physical Activity in Australian Society ▪ Sports Medicine ▪ Improving Performance ▪ Equity and Health
<p>Particular Course Requirements</p> <p>In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Personal Development, Health and Physical Education are outlined below.

Outline of HSC examination specifications

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

Section/Part	Marks
Section I Part A .Objective response questions	20
Part B .Short-answer questions	40
Section II .There are five options. Students answer the questions on the two options that they have studied. .There are two questions on each option. The first question is worth 8 marks and may contain parts. .The second question is worth 12 marks, with an expected length of response of around 3 ½ examination writing booklet pages (approx. 500 words).	40
	100

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 critical thinking, research, analysis and communication	60
	100

Course: Dance	Course no: 15070
2 units for each Preliminary and HSC Board Developed Courses	Prerequisites: Nil. The Dance Stage 6 course is designed for students who have completed the <i>Dance 7–10 Syllabus</i> , for those with other previous dance experience and for those who are studying dance for the first time. Exclusions: Nil
Subject Fee: \$5 for consumables	
<p>Course Description</p> <p>The study of dance as an artform in the Dance Stage 6 course is based on the study of three interrelated components: Performance, Composition and Appreciation.</p> <p>The Dance Stage 6 course will help students physically prepare the body to dance (<i>Dance Technique</i>) and apply and demonstrate that knowledge, understanding and skills in a ‘Dance’/‘Work’.</p> <p>Students learn about skills that underpin the theories, principles, processes and practices of dance composition by creating and developing a personal response that communicates intent.</p> <p>Students learn about and through appreciation of dance as works of art. That is, the study of seminal artists and works for their contribution to the development of dance.</p> <p>The Dance Stage 6 course helps students learn to manage their own learning and to work together with others in a range of capacities: as performers, composers, as students in a cooperative learning environment, through problem-solving tasks and through group work.</p> <p>This course caters for a broad range of students from varying social and cultural backgrounds. The subject acknowledges the cultural diversity within the Australian community and offers students opportunities to reflect their own and others’ life experiences as part of the course content.</p> <p>The Dance Stage 6 course equips students with life skills while also providing continuity with many tertiary and industry courses. Students who study the Dance Stage 6 course acquire skills and knowledge that give them access to professional employment in dance, the performing arts and the entertainment and leisure industries.</p>	
Main Topics Covered	
<p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> ● Core Performance (40%) ● Core Composition (20%) ● Core Appreciation (20%) ● Core Additional (20%) to be allocated by the teacher to suit the specific circumstances/context of the class. 	<p><u>HSC Course</u></p> <ul style="list-style-type: none"> ● Core Performance (20%) ● Core Composition (20%) ● Core Appreciation (20%) ● Major Study (40%) One to be completed — 40% of total course time <p>Students choose only 1 of the following to major in:</p> <ul style="list-style-type: none"> ● <i>Major Study Performance (40%)</i> ● <i>Major Study Composition (40%)</i> ● <i>Major Study Appreciation (40%)</i> ● <i>Major Study Dance and Technology (40%)</i> <p>HSC Internal Assessment: Weighting 100</p> <p>A variety of practical and theory assessment tasks across the entire course.</p> <p>Assessment is based on similar structure of External HSC Examination.</p>

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Dance are outlined below.

Outline of HSC examination specifications

Written examination (20 marks)

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

Section/Part	Marks
Core Appreciation .Two questions worth 10 marks each. .Each question has an expected length of response of around three examination writing booklets (approx. 400 words).	20
	20

Core Practical Examination (40 marks)

Each student completes a Core Performance (20 marks) and a Core Composition (20 marks).

Major Study (40 marks)

Students complete the examination for the Major Study they have studied.

Practical examinations

- Major Study Performance
- Major Study Composition
- Major Study Dance and Technology

Written examination

- Major Study Appreciation

A written examination of one hour and 15 minutes plus 5 minutes reading time.

Section/Part	Marks
Major Study Appreciation .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). .Question 3 has an expected length of response of around six examination writing booklet pages (approx. 800 words).	10 10 20
	40

Outline of internal assessment requirements

There will be three to five assessment tasks. There are no changes to the components and weightings.

Course: Drama	Course No: 15090
<p>2 units for each of Preliminary and HSC Board Developed Course Exclusions: 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>Subject Fee: \$18.50 This fee is used for printing of unit booklets and scripts as well as consumables such as stage makeup etc.</p>	
<p>Course Description Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.</p> <p>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>HSC Course Australian Drama and Theatre and Studies in Drama and Theatre involve theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8–12 minutes duration). It provides an opportunity for each student to demonstrate his or her performance skills. For the Individual Project, students demonstrate their expertise in a particular area. They choose one project from Critical Analysis or Design or Performance or Script-writing or Video Drama.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles</p> <p>HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre (Elective) Group Performance (Core content) Individual Project</p>	
<p>Particular Course Requirements The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, 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.</p>	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Drama are outlined below.

Outline of HSC examination specifications

Written Paper	Marks
Section 1 – Australian Drama and Theatre <ul style="list-style-type: none"> Students response to ONE question based on their elective This extended response question has an expected length of around 6 examination writing booklet pages (approx. 800 words) 	20
Section 2 – Studies in Drama and Theatre <ul style="list-style-type: none"> Students respond to ONE question based on their elective This extended response question has an expected length of around 6 examination writing booklet pages (approx. 800 words) 	20
Group Performance 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
Individual Project 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"> Critical analysis (Director's Portfolio, Theatre Criticism, OR Applied Research) Design (Costume, Set, Lighting OR Promotion and Program) Performance (Monologue) Scriptwriting Video Drama 	30

Outline of internal assessment requirements

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

COMPONENT	WEIGHTING
Making	40
Performing	30
Critically Studying	30
TOTAL	100

Course: Music 1	Course No: 15290																														
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Music 2 and Music Extension																														
Subject Fee: \$15 per booklet production and resources																															
<p>Course Description In the Preliminary and HSC courses, students will 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>Main Topics Covered Students study three topics in each year of the course. Topics are chosen from a list which covers a range of styles, periods and genres. Involvement in each of these areas is designed to explore and develop the students' understanding of the SIX musical concepts: duration, pitch, tone colour, dynamics and expressive techniques, structure and texture.</p> <table border="0"> <tr> <td>An instrument and its repertoire</td> <td>Music in education</td> <td>Music for small ensembles</td> </tr> <tr> <td>Australian music</td> <td></td> <td>Music of a culture (Preliminary course)</td> </tr> <tr> <td>Baroque music</td> <td></td> <td>Music of a culture (HSC course)</td> </tr> <tr> <td>Jazz</td> <td></td> <td>Music of the 18th century</td> </tr> <tr> <td>Medieval music</td> <td></td> <td>Music of the 19th century</td> </tr> <tr> <td>Methods of notating music</td> <td></td> <td>Music of the 20th and 21st centuries</td> </tr> <tr> <td>Music and religion</td> <td></td> <td>Popular music</td> </tr> <tr> <td>Music and the related arts</td> <td></td> <td>Renaissance music</td> </tr> <tr> <td>Music for large ensembles</td> <td></td> <td>Technology and its influence on music</td> </tr> <tr> <td>Music for radio, film, television and multimedia</td> <td></td> <td>Theatre music</td> </tr> </table>		An instrument and its repertoire	Music in education	Music for small ensembles	Australian music		Music of a culture (Preliminary course)	Baroque music		Music of a culture (HSC course)	Jazz		Music of the 18th century	Medieval music		Music of the 19th century	Methods of notating music		Music of the 20th and 21st centuries	Music and religion		Popular music	Music and the related arts		Renaissance music	Music for large ensembles		Technology and its influence on music	Music for radio, film, television and multimedia		Theatre music
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Music for large ensembles		Technology and its influence on music																													
Music for radio, film, television and multimedia		Theatre music																													
<p>Course Requirements:</p> <p>Preliminary and HSC courses 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.</p> <p>Students selecting Performance prepare a piece of their own choice to suit the topic studied and perform it for the examiners. Each piece has a maximum time limit of 5 minutes. Students choose the instrument they are to perform on – this can include voice, drums, guitar, strings, woodwind, brass or percussion.</p> <p>Students selecting Composition electives will be required to compose one original piece (maximum 4 minutes) and compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p> <p>Students selecting Musicology get the opportunity to research an area of style of music that they love and prepare for a Viva Voce (a 10 minute discussion with the examiners). This discussion should be supported by short musical examples, either played or recorded. This is a great format of examination for those who love music but are not really experienced or confident performers.</p>																															

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Music 1 are outlined below:

HSC Internal Assessment

Core Components:

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

Electives (choose from Performance, Composition and Musicology Viva Voce)

3 Electives EACH worth 15% (total 45%)

HSC External Assessment

Component	Task description	Marks
Aural Skills:	A written examination of approximately one hour 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
Core performance	Candidates perform one piece on an instrument or voice . This piece must reflect ONE of the 3 topics chosen for study in Y12 and be no longer than 5 minutes in length.	20
Elective 1	Candidates can chose to undertake either: <ol style="list-style-type: none"> A performance on an instrument or voice lasting no longer than 5 minutes. This must represent ONE of the topics studied in Y12. An original composition of no more 4 minutes in length that represents ONE of the topics studied in Y12. Prepare a 10 minute Viva Voce, 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
Elective 2	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
Elective 3	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
	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.	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Music 2 are outlined below:

HSC Internal Assessment

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

Outline of HSC examination specifications

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

Course: Music Extension	Course No: 15310
1 unit/60 hour course Board Developed Course	<p>Prerequisites: Music 2 (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>Exclusions: Music 1</p>
<p>Course Description The HSC Music Extension course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills. Students will specialise in performance or composition or musicology and will follow an individual program of study which will be negotiated between the teacher and student.</p>	
<p>Particular Course Requirements Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.</p>	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Music Extension are outlined below.

HSC Internal Assessment

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

Outline of HSC examination specifications

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

Course: Visual Arts	Course No: 15400
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: 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>Subject Fee: Preliminary - \$65.00 HSC - \$65.00</p> <p>These fees cover art consumable materials eg paint, paper, drawing media, and increased printing for digital students.</p> <p>Note – Presentation of artworks for HSC Body of Work may incur additional costs for the student.</p>	
<p>Course Description</p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in their preferred media for the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> <p>The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.</p> <p>NOTE – STUDENTS CAN SELECT TO FOCUS ON EITHER DIGITAL AND /OR TRADITIONAL ARTMAKING TECHNIQUES IN BOTH THE PRELIMINARY COURSE AND THEIR HSC BODY OF WORK.</p>	
<p>Preliminary Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ▪ the nature of practice in artmaking, art criticism and art history through different investigations ▪ the role and function of artists, artworks, the world and audiences in the artworld ▪ the different ways the visual arts may be interpreted and how students might develop their own informed points of view ▪ how students may develop meaning and focus and interest in their work ▪ building understandings over time through various investigations and working in different forms. <p>HSC Course learning opportunities focus on:</p> <ul style="list-style-type: none"> ▪ how students may develop their practice in artmaking, art criticism, and art history ▪ how students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations ▪ how students may learn about the relationships between artists, artworks, the world and audiences within the artworld and apply these to their own investigations ▪ how students may further develop meaning and focus in their work. 	
<p>Particular Course Requirements</p> <p>Preliminary Course:</p> <ul style="list-style-type: none"> ▪ Artworks in range of expressive forms and use of a Visual Arts Process Diary. ▪ A broad investigation of ideas in artmaking, art criticism and art history. <p>HSC Course:</p> <ul style="list-style-type: none"> ▪ Development of a body of work and use of a Visual Arts Process Diary. ▪ A minimum of five Case Studies (4–10 hours each) ▪ Deeper and more complex investigations in art making, art criticism and art history. 	

Summary of external HSC Assessment

The HSC examination specifications and assessment requirements for Visual Arts are outlined below.

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
<i>Section I</i> There are three short-answer questions. Each question may consist of parts. One question/part to be worth 10 – 15 marks.	25
<i>Section II</i> 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
	50

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

Course: Design and Technology	Course No: 15080
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: NIL
Subject Fee: \$50.00 This fee is used for timber, plastics, fasteners, glues.	
<p>Course Description</p> <p>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 includes evidence of the design process recorded in a design folio. The design folio can take a variety of different forms.</p> <p>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.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course 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, occupational health and safety, evaluation, and manipulation of materials, tools and techniques.</p> <p>HSC Course 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.</p>	
<p>Particular Course Requirements</p> <p>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.</p> <p>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.</p>	

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Design and Technology are outlined below.

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

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..

Course: Food Technology	Course No: 15180
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: NIL
Subject Fee: \$69.00 This fee is used for food consumables	
<p>Course Description</p> <p>The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.</p> <p>The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> ● Food Availability and Selection (30%) ● Food Quality (40%) ● Nutrition (30%) <p>HSC Course</p> <ul style="list-style-type: none"> ● The Australian Food Industry (25%) ● Food Manufacture (25%) ● Food Product Development (25%) ● Contemporary Nutrition Issues (25%) 	
<p>Particular Course Requirements</p> <p>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.</p> <p>It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.</p>	

Summary of external and internal HSC Assessment

Outline of HSC examination specifications

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 from 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).

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Outline of Internal Assessment Requirements

Component	Weighting
Knowledge and understanding of food technology	20
Skills in researching, analysing and communicating food issues	30
Skills in experimenting with and preparing food by applying theoretical concepts	30
Skills in designing, implementing and evaluating solutions to food situations	20

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

Course: Industrial Technology	Course No: 15200
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: NIL
Subject Fee: \$60.00 This fee is used for timbers, glues, fasteners. Major Project costs are additional to this amount.	
<p>Course Description</p> <p>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.</p> <p>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. The Focus Areas include Automotive Technologies; Electronics Technologies; Graphics Technologies; Metal and Engineering Technologies; Multimedia Technologies; Timber Products and Furniture Technologies.</p>	
<p>Main Topics Covered</p> <p>Preliminary Course</p> <p>The following sections are taught in relation to the relevant focus area:</p> <ul style="list-style-type: none"> ● Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) ● Design – elements and principles, types of design, quality, influences affecting design (10%) ● Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%) ● Production – display a range of skills through the construction of a number of projects (40%) ● Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) <p>HSC Course</p> <p>The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:</p> <ul style="list-style-type: none"> ● Industry Study (15%) ● Major Project (60%) <ul style="list-style-type: none"> ○ Design, Management and Communication ○ Production ● Industry Related Manufacturing Technology (25%) 	
<p>Particular Course Requirements</p> <p>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.</p> <p>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 internal HSC Assessment

The HSC examination specifications and assessment requirements for Industrial Technology are outlined below.

Outline of HSC examination specifications

Written examination (40 marks)

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

Section/Part	Marks
Section I <ul style="list-style-type: none">Objective response questions specific to each industry focus area	10
Section II <ul style="list-style-type: none">Short-answer questions specific to each industry focus area	15
Section III <ul style="list-style-type: none">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.	15
	40

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 NESAs 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
	100

Course: Textiles & Design	Course No: 15390
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Fashion and Textiles TVET CEC 43480, Fashion Design and Technology TVET CEC 41016
Subject Fee: \$60.00 This fee is used for fabric dyes, fabric decoration, folio pens, threads, and samples. Please note the MTP is an additional cost to the student.	
<p>Course Description</p> <p>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 includes 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.</p> <p>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.</p> <p>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.</p>	
Component	Weighting
Knowledge and understanding of textiles and the textile industry	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50
	100

Summary of external and internal HSC Assessment

The HSC examination specifications and assessment requirements for Textiles and Design are outlined below

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
Section I <ul style="list-style-type: none">There will be objective response questions to the value of 10 marks	10
Section II <ul style="list-style-type: none">There will be three short answer questions.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.Each question will be worth 8 marks.Each question will contain parts.	24
Section III <ul style="list-style-type: none">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.Each question will be worth 8 marksCandidates will be required to answer both questions.	16
	50

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.

Course: French Beginners	Course No: 15670
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: French Continuers; French Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to https://ace.nesa.nsw.edu.au/ace-8008
<p>Course Description</p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the French-speaking communities</i>, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.</p> <p>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>Main Topics Covered</p> <ul style="list-style-type: none"> ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations. 	
<p>Particular Course Requirements:</p> <p>Students will be required to purchase a workbook titled <i>Version Originale</i> approximately \$30 to support the course book. This workbook will be used in both Year 11 and Year 12. Students are responsible to purchase this book from a local bookshop.</p>	

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 world.

Summary of external and internal HSC Assessment

External Examination	Mark
Written Examination	
<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
Oral Examinations	20
	100

Internal Assessment	Weightening
Listening	30
Reading	30
Writing	20
Speaking	20
	100

Course: French Continuers	Course No: 15680
2 units for each of Preliminary and HSC Board Developed Course	Prerequisites: RoSA French or equivalent knowledge is assumed. Exclusions: French Beginners
Course Description The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.	
Prescribed Themes <ul style="list-style-type: none"> ▪ The Individual 	Mandatory Topics <ul style="list-style-type: none"> ▪ Personal identity ▪ Relationships ▪ School life and aspirations ▪ Leisure and interests
<ul style="list-style-type: none"> ▪ The French-speaking communities 	<ul style="list-style-type: none"> ▪ Daily life/lifestyles ▪ Arts and entertainment
<ul style="list-style-type: none"> ▪ The Changing World 	<ul style="list-style-type: none"> ▪ Travel and tourism ▪ The world of work ▪ Current issues ▪ The young people's world
Students' language skills are developed through tasks such as: <ul style="list-style-type: none"> ▪ Conversation ▪ Responding to an aural stimulus ▪ Responding to a variety of written material ▪ Writing for a variety of purposes ▪ Studying the culture of French-speaking communities through texts. 	
Particular Course Requirements: Students will be required to purchase a workbook titled (<i>Tapis Volant Senior Booklet</i>) approximately \$40, to support the course book. This workbook will be used in both Year 11 and Year 12. Students are responsible to purchase this book from a local bookshop.	

Summary of external and internal HSC 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
Written Examination	
<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 French</i>	
One short-answer question	5
One extended response question	10
Oral Examinations	20
	100

Internal Assessment	Weighting
Listening and Responding	30
Reading and Responding	30
Writing in French	20
Speaking	20
	100

Course: Italian Beginners	Course No: 16070
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Italian Continuers; Italian Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer https://ace.nesa.nsw.edu.au/ace-8008
<p>Course Description</p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Italian. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Italian-speaking communities</i>, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Italian 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 Italian-speaking communities through the study of a range of texts.</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations. 	
<p>Particular Course Requirements:</p> <p>Students will be required to purchase a workbook costing approximately \$40 to support the course book. This workbook will be used in both Year 11 and Year 12. Students are responsible to purchase this book from a local bookshop.</p>	

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 world.

Summary of external and internal HSC Assessment

External Examination	Mark
Written Examination <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
Oral Examinations	20
	100

Internal Assessment	Weighting
Listening	30
Reading	30
Writing	20
Speaking	20
	100

Course: Japanese Beginners	Course No: 15820
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Japanese Continuers; Japanese Extension; Heritage Japanese; Japanese Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to https://ace.nesa.nsw.edu.au/ace-8008
<p>Course Description</p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Japanese. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Japanese-speaking communities</i>, 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>Main Topics Covered</p> <ul style="list-style-type: none"> ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations. 	
<p>Particular Course Requirements:</p> <p>You will be required to purchase A First Course in Japanese Workbook by Reekie, F to be used in both Year 11 & Year 12 from a local bookshop. It costs approximately \$40 (estimate).</p> <p>You will be permitted to use an English/Japanese – Japanese/English dictionary in the HSC exam and other assessments. You may borrow one from the school, but if you wish to have your own copy the cost of an Oxford Beginner's Japanese dictionary is approximately \$30.</p>	

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 world.

Summary of external and internal HSC Assessment

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

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

Course: Japanese Continuers	Course No: 15830
2 units for each of Preliminary and HSC Board Developed Course .	Prerequisites: School Certificate Japanese or equivalent knowledge is assumed Exclusions: Japanese Beginners; Heritage Japanese; Japanese Background Speakers Strict eligibility rules apply to the study of this subject Check with your teacher or refer to https://ace.nesa.nsw.edu.au/ace-8008
Subject Fee: \$21.00 which covers the cost of booklets which contain resources and course material for the Preliminary and HSC course.	
Course Description The Preliminary and HSC courses have, as their organisational focuses, prescribed themes and related mandatory topics. Students' skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. Students will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
Prescribed Themes ▪ The individual	Mandatory Topics ▪ Personal world ▪ Daily life ▪ Leisure ▪ Future plans
▪ The Japanese-speaking communities	▪ Travelling in Japan ▪ Living in Japan ▪ Cultural life
▪ The changing world	▪ The world of work ▪ Current issues
Students' language skills are developed through tasks such as: ▪ Conversation ▪ Responding to an aural stimulus ▪ Responding to a variety of written material ▪ Writing for a variety of purposes ▪ Studying the culture of Japanese-speaking communities through texts.	
Particular Course Requirements: Students must complete 200 hours of study of Japanese in Years 8-10 For the Preliminary course students are required to purchase Wakatta Workbook 1 For the HSC course students are required to purchase Wakatta Workbook 2 These cost approximately \$32 each and are available from Abbey's Bookshop and other booksellers. You will be permitted to use an English/Japanese – Japanese/English dictionary in the HSC written exam and other class assessments. You may borrow one from the school, but if you wish to have your own copy the cost of a dictionary is approximately \$70.	

Summary of external and internal HSC 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
Written Examination	
<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
Oral Examinations	20
	100

Internal Assessment	Weighting
Listening and Responding	30
Reading and Responding	30
Writing in Japanese	20
Speaking	20
	100

Course: Japanese Extension	Course No: 15850
1 unit for HSC Board Developed Course	Prerequisites: The Japanese Continuers Preliminary course Co-requisites: The Japanese Continuers HSC course
Subject Fee: \$16.00 which covers the cost of booklets which contain resources and course material for this course.	
<p>Course Description The Extension course has a prescribed theme and related issues as its organisational focus. Students' knowledge and understanding of Japanese language and culture will be enhanced through accessing a variety of texts (some of which are prescribed) related to the theme and issues. Students will extend their ability to use and appreciate Japanese as a medium for communication and creative thought and expression.</p>	
<p>Theme:</p> <ul style="list-style-type: none"> ▪ The individual and contemporary society <p>Prescribed Issues:</p> <ul style="list-style-type: none"> ▪ Coping with change ▪ Connectedness ▪ The place of modern traditions in society <p>Students' knowledge and understanding of the issues are developed through tasks such as:</p> <ul style="list-style-type: none"> ▪ discussing issues in prescribed and related texts ▪ presenting points of view on issues ▪ analysing aural and written texts 	

Summary of external and internal HSC 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
Written Examination	
<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
Oral Examination	10
	50

Internal Assessment	Weighting
Analysis of text	40
Writing	40
Speaking	20
	100

Course: Spanish Beginners	Course No: 16070
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: Spanish Continuers; Spanish Extension Strict eligibility rules apply to the study of this subject. Check with your teacher or refer to https://ace.nesa.nsw.edu.au/ace-8008
<p>Course Description</p> <p>In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Spanish. Topics studied through two interdependent perspectives, <i>the personal world</i> and <i>the Spanish-speaking communities</i>, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.</p> <p>Students' skills in, and knowledge of Spanish 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 Spanish-speaking communities through the study of a range of texts.</p>	
<p>Main Topics Covered</p> <ul style="list-style-type: none"> ▪ Family life, home and neighbourhood ▪ People, places and communities ▪ Education and work ▪ Friends, recreation and pastimes ▪ Holidays, travel and tourism ▪ Future plans and aspirations. 	
<p>Particular Course Requirements:</p> <p>Students will be required to purchase a workbook titled (<i>ELE Actual A1 Libro de alumnos</i>) approximately \$40 to support the course book. This workbook will be used in both Year 11 and Year 12. Students are responsible to purchase this book from a local bookshop.</p>	

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 world.

Summary of external and internal HSC Assessment

External Examination	Mark
Written Examination	
<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
Oral Examinations	20
	100

Internal Assessment	Weighting
Listening	30
Reading	30
Writing	20
Speaking	20
	100

Course: Financial Services – Accounts Administration Stream (240 indicative hours) Board Developed Course Number: 27201		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The FNS30317 Certificate III in Accounts Administration is accredited for the HSC and provides students the opportunity to obtain this nationally recognised vocational qualification as well as their HSC. 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 statement of attainment, students must meet the assessment requirements of the FNS Financial Services Training Package (Release 3.1) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
SOA towards FNS30317 Certificate III in Accounts Administration -			
Core FNSACC311 Process financial transactions and extract interim reports FNSINC301 Work effectively in the financial services industry FNSACC313 Perform financial calculations FNSACC312 Administer subsidiary accounts and ledgers		Electives BSBWHS201 Contribute to health and safety of self and others BSBWOR203 Work effectively with others FNSACM303 Process payment documentation FNSFLT301 Be MoneySmart FNSFLT201 Develop a personal budget BSBFIA401 Prepare financial reports	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the accounting industry involves:			
<ul style="list-style-type: none"> ▪ administrative, clerical and customer service roles in the financial services industry ▪ credit management 		<ul style="list-style-type: none"> ▪ insurance writers ▪ accountant ▪ book keeper 	
Examples of occupations in the Accounts Administration Industry			
<ul style="list-style-type: none"> ▪ producing financial reports ▪ financial data entry ▪ processing accounts and payrolls 	<ul style="list-style-type: none"> ▪ insurance clerical officer ▪ clerical worker 	<ul style="list-style-type: none"> ▪ accountant ▪ auditor 	
Mandatory course requirements to attain an HSC credential in this course Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment.			
Admission Requirements To enrol in FNS30317 Certificate III in Accounts Administration , students should be interested in working in the financial sector. This is an inherent requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities and assignments.			
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Optional HSC examination for ATAR purposes The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
Course consumables: \$TBC Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Course: Sport Coaching (240 indicative hours) Board Endorsed Course Number: 50418		Total 4 of units of credit – Preliminary and/or HSC	
The SIS30519 Certificate III in Sport Coaching 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 SIS Sport, Fitness and Recreation Training Package (Release 4) (http://training.gov.au). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
Units of Competency			
6 Core BSBRK401 Identify risk and apply risk management processes HLTAID003 Provide first aid HLTWHS001 Participate in workplace health and safety SSSCO002 Work in a community coaching role SSSCO003 Meet participant coaching needs SSSCO005 Continuously improve coaching skills and knowledge		Electives SSSCO012 Coach sports participants up to an intermediate level SISXCAI009 Instruct strength and conditioning techniques SSSOF002 Continuously improve officiating skills and knowledge SISXDIS001 Facilitate inclusion for people with a disability SISXIND006 Conduct sport, fitness and recreation events	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry			
Skills gained in this course transfer to other occupations. Working in the sport industry involves:			
<ul style="list-style-type: none"> ▪ assist coaching roles ▪ application of sports and competition rules 		<ul style="list-style-type: none"> ▪ teaching sports skills to an intermediate level ▪ organising and completing daily tasks 	
Examples of occupations in the Sport Industry			
<ul style="list-style-type: none"> ▪ sports trainer or coach ▪ sports official 		<ul style="list-style-type: none"> ▪ athletic support worker ▪ administration officer 	
<ul style="list-style-type: none"> ▪ community coach 			
Mandatory course requirements to attain a HSC credential in this course			
Students must complete a minimum of 35 hours work placement over two years to practise and extend their learning.			
Admission Requirements			
To enrol in SIS30519 Certificate III in Sport Coaching , 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.			
Competency-Based Assessment			
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above students must be deemed competent in all units.			
Complaints and Appeals Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Course consumables: \$TBC			
Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school.</i>			
A school-based traineeship is available in this course. For more information contact the school's Careers Adviser.			
Exclusions: VET course exclusions can be confirmed with the school.			

Course: Exploring Early Childhood	Course No: 31009 (1 unit)
Content Endorsed Course (non ATAR)	Exclusions: Nil
Subject Fee: \$18.00 This fee is used for food consumables, batteries, nappies, wrist bands	
<p>Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning.</p> <p>This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community.</p> <p>The study of this course will enable students to:</p> <ul style="list-style-type: none"> ● develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years ● recognise the uniqueness of all children, including those who have special needs ● become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play ● identify the range of services developed and provided for young children and their families ● consider the role of family and community in the growth, development and learning of young children ● reflect upon potential implications for themselves as adults, in relation to young children ● understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families ● become aware of the work opportunities available in the area of children's services. <p>Exploring Early Childhood comprises a compulsory common core and optional modules. The core comprises 45 indicative hours of study. The optional modules expand on the issues introduced in the compulsory core component. The Exploring Early Childhood course will run for three terms (1 Unit / 1 Year) as a Preliminary Stage 6 course in Year 11. This will include three Core Modules and one Option Module.</p> <p>The core studies are compulsory. There are three parts to the core: Part A: Pregnancy and Childbirth (15 hrs) Part B: Child Growth and Development (20 hrs) Part C: Promoting Positive Behaviour (10 hrs)</p> <p>The optional modules can each occupy 15-30 hours (indicative time) of study, depending on student interest, teacher expertise, available resources and intended depth of treatment.</p> <ol style="list-style-type: none"> 1. Learning Experiences for Young Children 2. Play and the Developing Child 3. Starting School 4. Gender and Young Children 5. Children and Change 6. Children of Aboriginal and Torres Strait Islander Communities 7. Historical and Cultural Contexts of Childhood 8. The Children's Services Industry 9. Young Children and Media 10. Young Children and the Law 11. Children's Literature 12. Food and Nutrition 13. Child Health and Safety 14. Young Children with Special Needs <p>Particular Course Requirements: Students will undertake three internal assessments.</p>	

Course: Philosophy	Course No: 63088
1 Unit Year 11 Board Endorsed Course Year 11 Only (non ATAR)	Exclusions: Nil. No prior experience in Philosophy is required
<p>The course will run over three terms, as a Stage 6 course in Year 11 only</p> <p>Course Description</p> <ul style="list-style-type: none"> • “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. • 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. • 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. 	
<p>Course Topics</p> <p>MODULE 1: LOGIC. 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 <i>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</i></p> <p>MODULE 2: EPISTEMOLOGY: <i>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</i></p> <p>MODULE 3: ETHICS: <i>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.</i></p> <p>MODULE 4: METAPHYSICS: <i>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.</i></p> <p>Students will develop: Skills in logic and critical thinking. Skills and understanding of knowledge acquisition, justification and application. Ethical understanding. An understanding of the nature of existence. Reflective awareness and understanding of the positive influence philosophy has on society.</p>	
<p>Particular Course Requirements: Students will undertake three internal assessments.</p>	

Course: Sport, Lifestyle and Recreation Studies	Course No: 35014
1 unit Content Endorsed Course (non ATAR)	Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
Subject Fee: \$10.00 which covers workbooks and equipment costs.	
<p>Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers.</p> <p>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>Through the course students will develop:</p> <ul style="list-style-type: none"> ▪ Knowledge and understanding of the factors that influence health and participation in physical activity ▪ Knowledge and understanding of the principles that impact on quality of performance ▪ An ability to analyse and implement strategies to promote health, activity and enhanced performance ▪ Capacity to influence the participation and performance of self and others. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <ul style="list-style-type: none"> ▪ Aquatics ▪ Athletics ▪ First Aid ▪ Fitness ▪ Games and Sports Application ▪ Gymnastics ▪ Healthy Lifestyle ▪ Individual Games Sports Applications ▪ Outdoor Recreation ▪ Resistance Training ▪ Social Perspectives of SportSports Administration ▪ Sports Coaching & Training 	

Course: Work Studies	Course No: 35201 (Year 11), 35203 (Year 12)
2 units for each of Preliminary and HSC Content Endorsed Course (non ATAR)	Exclusions: Nil Please note this course does not contribute to the Australian Tertiary Admission Rank (ATAR). The course can be taken for the preliminary and/or HSC.
Subject Fee: \$11 to cover printing cost and resources	
<p>Course Description:</p> <p>The <i>Work Studies Content Endorsed Course (CEC)</i> 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 <i>Work Studies</i> 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.</p> <p>The stage 6 Work Studies CEC is an ideal course for students who may want a non-ATAR pattern of study. The Preliminary course focuses on the Core Module and other elective modules. HSC course focuses on more elective modules.</p>	
<p>Preliminary:</p> <ul style="list-style-type: none"> ● My Working Life (core) – 30 hours. Covers the transition from school to work, exploring career and life choices, identifying future aspirations and developing a career plan. This module focuses on assisting students to take responsibility for planning and implementing their career plan and revisiting it when required. ● In the Workplace. This module focuses on employer expectations, employment obligations and indicators of success. Work Experience is a compulsory part of this module in a one-week block release. ● Personal Finance. This module looks at managing an income, personal finance strategies and investing money. ● Workplace Communication: This module focuses on providing students with knowledge of the different types of communication in the workplace and with skills to apply them effectively. · Managing Work and Life Commitments. This module focuses on assisting students to analyse those factors that affect work–life balance and to make decisions that help them to get the balance right. · Self-Employment. This module looks at becoming a business owner and will research small businesses. <p>HSC:</p> <ul style="list-style-type: none"> ● Preparing Job Applications. This module focuses on finding the right job and preparing a formal job application for life after CGHS. A traineeship or apprenticeship. ● Workplace Issues: This module focuses on developing a deeper understanding of issues that are important to people in their working lives. ● Teamwork and Enterprise Skills. This module analyses the attributes of enterprising people and examines how individuals should contribute to teams. ● Team Enterprise Project: This will involve a group program to produce an event or product, establishing a simulated project. ● Experiencing Work: This module focuses on providing students with actual experiences in the workplace. 	
<p>Particular Course Requirements.</p> <p>Students may also have the opportunity to complete short courses for their CV including First Aid, Responsible Service of alcohol, Barista Course, Working with Children Check and White card depending on their career plans.</p>	

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

Component	Weighting
Knowledge and Understanding	30
Skills	70
Total	100