

Liverpool Girls High School



Stage 6 Course Selection Handbook, 2020
Course Information for 2021 Courses



Education



Key Terms and Words

In order to find your way around this booklet you will need to understand some new terms:

HSC	Higher School Certificate.
ATAR	Australian Tertiary Admission Rank.
Year 11	also called the YEAR 11 and PRELIMINARY year.
Year 12	also called the YEAR 12 and HSC year.
NESA	NSW Education Standards Authority – the NSW Education Standards Authority provides many of the courses offered at school and these courses are the same at every school in NSW.
BDC	Board Developed Course – Category A
BEC	Board Endorsed Course Category B – including 2 units of VET/TVET that can count towards an ATAR
CEC	Content Endorsed Course.
Category	Subjects are classified Category A or B. Most subjects are Category A. Students may take as many Category B subjects as they like BUT universities will only allow 2 units of Category B in the calculation of a ATAR.
Code	Each subject at Liverpool Girls is identified by a code which will appear on your timetable. Eg. EST = English Standard.
VET	Vocational Education and Training – course delivered in the school.
TAFE	Technical and Further Education – many HSC subjects may assist you to find a place in a TAFE course. If you want to do a course at TAFE after the HSC check to see if your subject choices will help you.
TVET	VET course delivered at TAFE.
Unit	All subjects have a UNIT value. Units are a guide to the degree of difficulty or the amount of time needed to complete a course. Each UNIT is worth 50 marks in the HSC (1U = 50 marks, 2U = 100 marks, Extension = generally an additional unit of 50 marks).
Dual Accreditation	Achieving a Certificate I, II, III as well as the HSC credential
Credit Transfer	provides credit for a unit of competency previously achieved.

How to use this booklet:

This booklet will be emailed to your school email account. When you get your Course Selection Sheet at the Course Selection Briefing, all you should be doing with this booklet is browsing through it and highlighting or making a list of the subjects that you are interested in taking. Don't make any decisions until after presentations and workshops about the various subjects.

Keep this booklet in a safe place – you will need to refer to it for the next TWO years.

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Principal's Message

This handbook has been prepared to inform you and your family about the courses offered at Liverpool Girls High School for the award of the Higher School Certificate in 2022. It has been designed to help you to select appropriate courses that will support you to achieve success and assist you with decisions about life after school.

You and your parents/caregivers should read this handbook carefully and then keep it as a reference manual to keep you informed about what you need to do for the Higher School Certificate, the rules and procedures as well as essential information about each course.

While the school provides accurate information and advice, it is the responsibility of each and every student to understand the implications of their course choices. The significance of the selection of courses for study in Stage 6 (Years 11 and 12) is of great importance and leads directly to the awarding of the Higher School Certificate and an ATAR (Australian Tertiary Entrance Rank) for students seeking this option.

When choosing courses, evidence suggests that you should choose courses that:

- enable you to **work to your strengths** (proven aptitude and ability);
- you have an **interest in and enjoy** studying;
- provide you with the **qualifications and background knowledge** needed for your future; and
- offer you a **challenge level that is manageable** (balance between theoretical and practical courses and submitted works).

There is a lot to consider when making course choices. It takes a level of self-awareness and honest self-reflection to choose courses that supports success for your future.

Support is offered by the school to assist you in making informed decisions about your future. I encourage you to seek advice from your teachers and use information from your school reports to assist you in the process of course selection. Advice may also be sought from Head Teachers, the Careers Advisor, the Transition Officer, the VET Coordinator and your Year Adviser and Assistant Year Adviser.

A course selection afternoon and IEP day have been scheduled to assist you in this process. Remember to talk to as many people as possible so that the decision you make about the courses you choose is one that you feel most comfortable with.

All senior students are important **role models** to other students within the school. You are expected to follow the school's Guiding Principles of REACH. There are many opportunities to become involved in leadership, organisation and cocurricular activities within the school and I encourage you to be active in maintaining the excellent traditions for which our senior students are widely recognised for.

I wish you well for your entry into the Stage 6 course of study at Liverpool Girls High School and trust you will find your studies interesting, challenging, enjoyable and rewarding.

David Hargrave
PRINCIPAL

30 May 2020

About Your Stage 6 Choices

This *Course Information Handbook* contains important information you will receive before entering the senior school Stage 6. It outlines the rules for the Higher School Certificate as well as the structure and the courses available for study in Years 11 and 12. Please read the information contained in this booklet carefully with your parents. Some of the content of this booklet comes directly from the NSW Education Standards Authority (NESA) which outlines the requirements for the HSC. Other information provides not only course descriptions but also particular course requirements and the components of assessment for the HSC year.

This Handbook is also part of the Course and Subject Selection Program which has been designed to assist Year 10 students make appropriate choices for Stage 6. The major aim of the program is to ensure that students select subjects that are linked to individual interests and abilities and are a foundation for future study and work upon leaving school.

School Leaving Age

At this stage, you may not be sure what you'd like to do next year, but you must be involved in some form of learning or education until you are 17 years old.

This means until you turn 17, you must be:

- in school, or registered for home schooling, or in approved education or training (eg TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

Some students will want to go to university and to do this they will need an Australian Tertiary Admission Rank (ATAR) so you will need to choose subjects very carefully to make sure that you qualify for an ATAR. Many students will not want to go to university, so qualifying for a ATAR will not be necessary. Liverpool Girls High School offers extensive course and subject selection options including some which are vocationally oriented.

You will need to decide whether or not you wish to gain an ATAR or follow a non-ATAR pathway as it will be difficult to change this pathway from the commencement of your course study.

What should you consider when choosing courses?

- *What subjects interest me the most? Interest will mean enjoyment and enjoyment usually leads to dedication and success.*
- *In what subjects have I already been successful?*
- *What subjects will be useful in finding a job or for future studies?*
- *What do I consider will be good for ME?*

What should you avoid when choosing courses?

- *Don't choose your subjects just to be with your friends – there will be plenty of other time to be with them.*
- *Don't choose subjects just because friends and relatives have done them or have advised you to do them – subjects have changed a great deal in recent years and someone who did the HSC a few years ago would find today's HSC subjects are very different.*
- *Don't choose a subject because of a teacher. (They may not be assigned to your class)*

Who should you see for help?

- *Your Year Adviser or Assistant Year Adviser.*
- *The Careers Adviser*
- *The Transition Adviser*
- *Teachers and Head Teachers in subject areas that interest you.*
- *Website: www.myfuture.com.au*

You have some important decisions to make over the next few weeks so do lots of reading, ask lots of questions and discuss your decision with your family. Remember that the choices you make now will influence your future life.

Changes to the HSC applicable since 2018

Since 2018 Stage 6 courses have changed under the new “Stronger HSC” strategy. New syllabuses have been introduced in all English, History, and Science Courses as well as the Mathematics Standard Courses.

There has also been a change to assessment in all courses that aims at strengthening the HSC credential. These include;

- To reduce excessive stress and allow more time for teaching and learning, school-based assessment tasks will be capped at **three per course in Year 11** and **four per course in Year 12** (including the HSC trial examination).
- Redesigned HSC examination questions will help reduce formulaic, pre-prepared responses and cheating. Stricter guidelines will ensure the authorship of take-home assessments and projects. HSC examination questions will change to help reduce cheating and plagiarism.
 - Some HSC examination questions are very similar every year. Teaching and learning can become formulaic in reflecting this.
 - HSC examination questions will be less predictable so students must apply their knowledge and skills in their answers.
 - Students repeatedly practise their essay writing skills (particularly in English and History), resulting in pre prepared and memorised essays. Some schools set the previous HSC essay questions for homework tasks, or under examination conditions for the HSC trial examination.
 - Memorising key facts and skills, such as times tables and quotations, is important, however, memorising entire essays to adapt and reproduce in an examination is a narrow demonstration of a student’s application of knowledge and skills.

Marking mathematics

Similarly to English, Mathematics courses will be on a common scale to allow comparison of students doing easier or harder courses. Placing mathematics courses on a common scale will act as a disincentive for capable students who deliberately choose easier courses for a perceived ATAR advantage. The common scale will allow better recognition of student efforts and encourage them to take a mathematics course that better suits their ability.

Further information is available at the NSW Education Standards Authority (NESA) web site.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards>

The HSC

The Higher School Certificate is the culmination of a student's school career and is the highest educational award that can be achieved at secondary school in New South Wales. It reports student achievement in terms of a **standard** achieved in individual courses as well as presenting a **profile** of student achievement across a broad range of subjects.

The HSC Course Structure

All courses in the HSC have a **unit value**

- Most courses are **2 units** which equates to **120 hours** of study and an HSC result out of **100**.
- Some courses are **1 unit**. This is equivalent to **60 hours** of study and a HSC result out of **50**.
- Many 1 unit courses are **extension** courses, enabling 3 or 4 units of a course to be studied.

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 two unit involves class time of approximately four (4) hours per week (120 hours per year).
- In the Higher School Certificate each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

What must I do to gain the HSC?

To be eligible for the award of the Higher School Certificate, you must:

- have gained the *Record of School Achievement* (RoSA) or other qualifications as the NSW Education Standards Authority (NESA) considers satisfactory;
- have **attended** a government school, an accredited non-government school, a school outside New South Wales recognised by the NSW Education Standards Authority or a college of TAFE;
- have completed HSC: *All My Own Work*
- have **satisfactorily completed** courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and sat for and make a **serious attempt** at the requisite Higher School Certificate examinations.

How do you qualify for an HSC?

Requirements for the award of the Higher School Certificate

If you wish to be awarded the Higher School Certificate:

- You must have satisfactorily completed courses that meet the pattern of study required by the NSW Education Standards Authority (NESA) for the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations. Please note: For Vocational Education Courses (VET) you need to sit Higher School Certificate examination subject if you are seeking a Australian Tertiary Admission Rank (ATAR).
- You must study a minimum of 12 units of Year 11 courses and a minimum of 10 units of Year 12 courses. Both the Year 11 course pattern and the Year 12 course pattern must include the following:
 - at least 6 units of Board Developed Courses;
 - at least 2 units of a Board Developed Course in English;
 - at least three courses of 2 units value (or greater);
 - at least four subjects;
 - at most 6 units of courses in Science can contribute to Higher School Certificate eligibility.
- To satisfactorily complete a Year 11 or Year 12 course a student must have:
 - followed the course developed or endorsed by NESA;
 - applied herself with diligence and sustained effort to set tasks and experiences in the course;
 - achieved some or all of the course outcomes.
 -

If students have not satisfactorily completed a Year 11 course, then they cannot commence the corresponding Year 12 course.

- To be eligible for a Australian Tertiary Admission Rank (ATAR) students must satisfactorily complete:
 - at least 10 units (including at least 2 units of English) of Board Developed courses for which there are formal examinations conducted by the NSW Education Standards Authority.
 - at least three courses of 2 units value or greater;
 - at least four subjects;
 - no more than 6 Units of courses in Science;
 - no more than 2 Units of Category B Courses.

Department of Education Course Requirements for Study in a NSW Public School

Years 11 – 12

Learning programs, based on NESA syllabuses (or approved courses), are to be provided to address each subject provided in Years 11 and 12. In providing this curriculum program, schools will meet the requirements of the NESA for students to gain a HSC.

In addition to NESA requirements for students to gain an HSC, government schools are to provide students with:

- the 25-hour personal development and health education course, *Life Ready*;
- 80 – 120 minutes per week of sport, for students in Year 11, and for students in Year 12 students if they wish to participate

WHAT TYPES OF COURSES CAN I SELECT?

There are two types of courses that can be selected for study in the HSC.

Board Developed Courses:

These courses are developed by the NSW Education Standards Authority. These courses are examined externally at the Higher School Certificate and can count towards the calculation of the ATAR.

Board Endorsed Courses:

There are two main types of Board Endorsed Courses:

- Content Endorsed Courses (CECs) cater for areas of special interest not covered in the Board Developed Courses
- School designed courses – Schools may also design special courses to meet student needs that are unique to the particular school.

<u>Board Developed Courses</u>	<u>Board Endorsed Courses</u>
<ul style="list-style-type: none"> ▪ HSC examination (except for Life Skills courses) ▪ may be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR) ▪ includes some Vocational Education and Training (VET) courses ▪ includes Life Skills courses 	<ul style="list-style-type: none"> ▪ no HSC examination – school-based assessment only ▪ not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR) ▪ includes some Vocational Education and Training (VET) courses

Some Board Endorsed Courses are one-year courses. There is no external examination for any Content Endorsed Course or School Designed course. Board Endorsed Courses do not count in the calculation of the ATAR but will appear on your Year 12 Record of Achievement for the Higher School Certificate.

At Liverpool Girls High School we offer the following *Content Endorsed Courses*:

- English Studies
- Exploring Early Childhood
- Photography, Video and Digital Imaging / Visual Design
- Sport, Lifestyle and Recreation Studies
- Work Studies

<u>Category A</u>	<u>Category B</u>
<p>May be included in the calculation of the student's Australian Tertiary Rank (ATAR)</p> <p>Compulsory HSC examination.</p>	<p><u>No more than 2 units of Category B courses can be included in the calculation of a student's ATAR</u></p> <p>Optional HSC examination.</p> <p>Included VET Curriculum Framework Courses and have compulsory work placement.</p>

The category of each course, and whether it counts towards an ATAR, is clearly labelled in this *Course Information Handbook*. **Category A** courses are labelled **blue** and **Category B** courses are labelled **yellow**.

Vocational Education and Training (VET) courses

NESA Developed VET courses are classified as Category B courses and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. **Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.**

- 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, including ATAR and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). These courses each have a specific work placement component and specify a minimum number of hours students must spend in either the workplace or a simulated workplace at school. Some of these courses will be delivered by schools, while others will be delivered by TAFE.
- **70 hours of work placement is a compulsory component of the 240 hours VET courses.**

RECOGNITION OF PRIOR LEARNING (RPL) - VOCATIONAL EDUCATION COURSES

What is RPL and credit transfer?

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student's achievement of competencies or learning outcomes. There are processes that allow students to have their previous learning – both formal and informal – count towards their Higher School Certificate (HSC) VET courses and AQF VET qualifications.

Recognition of Prior Learning (RPL)

- Recognition of Prior Learning (RPL) is an assessment process that assesses the individual student's non-formal and informal learning to determine the extent to which that individual has achieved the competency standards.

Credit transfer

- Credit transfer is a process that provides credit for a unit of competency previously achieved.

Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students can be granted credit (recognition of prior learning or credit transfer) for:

- units of competency within AQF VET qualifications
- HSC VET course outcomes and content as defined by the indicative hour requirements of HSC VET courses
- mandatory work placement requirements.

Students may be awarded recognition for:

- units of competency achieved in another VET course (whether the VET course is undertaken as a part of their HSC, or as an independent activity outside of their HSC)
- learning and experiences gained outside VET courses that are awarded through RPL.

RPL and credit transfer for HSC Indicative hour requirements

- Where a student is granted credit through RPL or credit transfer for units of competency in one or more VET courses, they are not required to undertake additional units of competency to meet the HSC VET course indicative hour requirements.

RPL and credit transfer and the optional HSC examination

- Access to the optional HSC examination for VET Industry Curriculum Framework courses is restricted to students undertaking the corresponding 240-hour course.
- Students who have been granted credit through RPL or credit transfer for some or all units of competency in an Industry Curriculum Framework course will still be eligible to undertake the optional HSC examination provided they have met the requirements of the respective 240-hour course.

RPL for work placement

- RPL may be granted for mandatory work placement requirements. Students' outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course.
- Credit transfer cannot be granted for work placement as no formal learning and assessment program is deemed to be equivalent.

TVET Courses

You also have the option of studying TVET courses at TAFE including 120 hour (1 Year), 240 hour (2 year), 360 hour (2 years). Course descriptions are provided in a separate booklet. Please refer to the Careers Adviser for further detailed assistance.

HSC Minimum Standards - Literacy and Numeracy Tests

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests when they are ready in Year 10, 11 or 12 or even after the HSC, to receive their HSC.

What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

What will the online tests involve?

Minimum Standard Reading Test – 45 multiple choice questions

Minimum Standard Numeracy Test – 45 multiple choice questions

Minimum Standard Writing Test – one question based on a visual or text prompt with up to a 500 word-response

Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for up to five years after they leave school.

Students master basic skills at different stages, so they can decide with their teacher when the time is right for them to take each test needed, and they don't have to sit or pass all tests at once. Once a student passes an online test, they don't have to sit it again.

After a student completes an online test, the school and student will receive a results report. Students will be able to view their progress towards meeting the three areas of the HSC minimum standard via their Students Online account.

Some students sitting the tests will be eligible for disability provisions or be exempt from meeting the HSC minimum standard in order to receive their HSC.

What if students don't pass the tests by Year 12?

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. But it is important to note that students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school. Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.

Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school. The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.

Students who leave school prior to Year 12 can choose to sit the minimum standard online tests.

Students who leave school before completing their HSC

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills. NESA recommends that these students sit for the tests as close as possible to the date that they are leaving school, within the four test windows available.

If a student sits for the tests in anticipation of leaving school for work or further training, and they return to school for further study later may re-sit the tests.

Further Information NSW Education Standards Authority (NESA)

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

About the RoSA

Eligibility for The Record Of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- **attended** a government school, an accredited non-government school or a recognised school outside NSW;
- **completed courses of study** that satisfy the NESA curriculum and assessment requirements for the RoSA;
- **complied with all requirements** imposed by the Minister or the NSW Education Standards Authority (NESA); and
- **completed Year 10.**

Students leaving school who do not meet the RoSA requirements will be issued with a printed *Transcript of Study* by NESA.

Pattern of Study Requirements

To meet the **pattern of study requirements** for the HSC, you must **satisfactorily complete a Year 11 pattern of study** comprising at least **12 units** and a Year 12 **pattern of study** comprising at least **10 units**. Both patterns must include:

- at **least six units** from Board Developed Courses (Blue)
- at least **two units** of English
- at least **three courses** of 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least **four subjects**.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a **maximum of six units** from courses in Science in each study pattern.

Course Completion Criteria

The following course completion criteria refer to both **Year 11** and **Year 12** courses.

A student will be considered to have **satisfactorily completed a course** if, in the Principal's view, there is sufficient evidence that the student has:

- **followed the course** developed or endorsed by the Board; and
- **applied themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- **achieved** some or all of the course outcomes.

Students studying a Year 12 course are to make a **genuine attempt** to complete the course requirements. For courses where internal assessment marks are submitted students must make a **genuine attempt** at assessment tasks that contribute in **excess of 50 percent** of the available marks. Furthermore, the student must **fulfil the course completion criteria**.

'N' Determinations

'N' determinations are issued for the non-completion of requirements in a course.

Students who have **not complied with the requirements for satisfactory completion of a course** cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the Principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10 instead they will receive a Transcript of Study;
- may be ineligible to enter Year 11 (Preliminary) courses.

Where a student fails to satisfactorily complete a Stage 6 course the student:

- will be ineligible for the HSC credential and the award of the RoSA – Year 11 – Preliminary.
- will be ineligible to enter certain Year 12 courses.

The HSC Credential

On satisfactory completion of your Higher School Certificate you will receive a portfolio containing:

- The Higher School Certificate Testamur
The official certificate confirming your achievement of all requirements for the award
- The Record of Achievement
This document lists the courses you have studied and reports the marks and bands you have achieved
- Course Reports
For every Higher School Certificate Board Developed course you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

The HSC Credential

The Higher School Certificate (Year 12) credentials are issued to eligible students upon completing their HSC. To be eligible for the award of the HSC you must have completed the online reading, writing and numeracy tests and met the satisfactory standard. If you do not reach this, you will only be given a RoSA, but will still be eligible for an ATAR and will be able to continue to further study. You will have up to five years from commencing HSC to meet the standards by sitting the tests up to two times per year.

Results are issued at the end of the school year via digital access from the NSW Education Standards Authority. The HSC testamur is delivered by post in January. Students are able to download their credentials via their Students Online account. You can read more about accessing HSC credentials on Students Online at <https://studentsonline.NESA.nsw.edu.au/>.



Sample Only

Higher School Certificate / Record of Achievement

The Higher School Certificate (HSC) Record of Achievement (RoSA) includes students' Year 12 HSC (Stage 6) results, Year 11 (Year 11 Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each Stage appear on separate pages.

Most BDC HSC courses listed with Assessment Mark,
Examination Mark, HSC Mark and Performance Band



All Stage 5, Year 11 and Year 12 courses will be on separate certificates

The three certificates provides formal recognition of a students' senior secondary school achievements in Stage 5 and Stage 6, and includes:

YEAR 12

- Assessment mark:** School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.
- Examination mark:** The examination mark for each course shows the student's performance in the NESA HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.
- HSC mark:** The HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.
- Performance band:** A student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90–100 marks) and where the minimum standard expected is 50 marks. A performance band of E1–E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

YEAR 11

- **Stage 6 Year 11 grades:** Schools use the Common Grade Scale for Year 11 courses award A–E grades for Stage 6 Year 11 courses (other than Life Skills and Vocational Educational and Training (VET) courses).

YEAR 10

- **Stage 5 grades:** Schools, use the Common Grade Scale and course performance descriptors, award A–E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

The HSC does not report a single, overall score or mark for all subjects combined.

Australian Tertiary Admission Rank (ATAR)

Australian Tertiary Admission Rank (ATAR)

Your HSC results are used by the Universities Admissions Centre (UAC) to calculate a rank order of students, known as the Australian Tertiary Admission Rank (ATAR). The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements.

The UAC releases the ATAR the day after NESA releases the HSC results. The UAC calculates the university admission ranks each year using students':

- moderated assessment marks and
- total examination marks.

HSC students may indicate that they wish to have an ATAR calculated. However, calculation of an ATAR is optional. For example, many students who do not wish to gain entry to university the following year do not request calculation of an ATAR. To be eligible for an ATAR, students must satisfactorily complete at least 10 units of certain Board Developed Courses for which formal examinations are conducted by the NSW Education Standards Authority (NESA).

Visit the UAC website for further information. <http://www.uac.edu.au/>

ATAR Eligibility

Many students who continue into Stage 6 at Liverpool Girls High School want to go to university. To do this you will need an Australian Tertiary Admission Rank (ATAR). If you want an ATAR, you need to choose your courses carefully to make sure you qualify.

To be eligible for an ATAR you must **satisfactorily complete at least 10 units of ATAR courses**.

These ATAR courses must include at least:

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

The fourth point can easily be overlooked or misunderstood. A subject is an area of study (e.g. mathematics). Within that subject there may be a number of courses (e.g. Mathematics General 2, Mathematics, Mathematics Extension 1, Mathematics Extension 2). If a student studies, for example, Mathematics Extension 1, Mathematics Extension 2, English Advanced, English Extension 2 and Biology they **will not meet** the four subjects requirement because they have only studied three subjects: mathematics, English and biology.

ATAR Courses

There are many HSC courses but not all will contribute to an ATAR. Courses that do contribute to the ATAR are Board Developed Courses – courses developed by the NSW Education Standards Authority (NESA) – for which there are formal examinations that yield graded assessments. These are termed ATAR courses.

ATAR courses are classified as either Category A or Category B courses. Students can only study ONE Category B course to be included in the ATAR.

Keys to success

Homework and Revision

The main aims of homework are to:

- prepare for, consolidate and complement classwork;
- deepen and extend understanding;
- assist in development of appropriate organisational skills; and
- encourage responsible research and study habits.

Liverpool Girls High School believes it is vital that senior students take responsibility for their own learning. Senior students need to constantly revise their work and practise the skills appropriate to each course studied. Students are strongly advised to follow a regular revision program.

Teachers, Head Teachers, Year Advisors, Assistant Year Advisors and the Senior Learning Centre Coordinator are available to assist you to devise and monitor appropriate home study goals and strategies.

Liverpool Girls High School also runs a free homework centre for all students. It is called the **Help Desk** and operates three afternoons a week in the school library. It is supervised by teachers from the school. It is designed to support your learning by offering teacher support in homework, research, assignments and course specific needs.

Students in Year 12 may also have supervised study lessons within their timetable, depending on their individual pattern of study. These study lessons **are not free periods** - they are lessons during which you are expected to undertake assignments, homework and/or revision. There is a teacher assigned to look after Year 12 students and provide you assistance with your study in formally and informal situations.

Assessment

Students are entitled to feedback on an Assessment Task to assist in learning and in preparation for the HSC examination. Students will receive a grade for the Year 11 Course - GRADE A-E or in the Year 12 Course an individual mark; a ranking within the group; or a verbal or written comment. Additional feedback will be provided via marking guideline sheets and teacher comments.

In accordance with NSW Education Standards Authority (NESA) policy **no student will be told their final Assessment Mark in any course.**

Since 2018 assessment tasks have been capped at **three tasks per course in Year 11** and **four tasks per course in Year 12** (including the HSC trial examination).

Every effort will be made to balance the assessment program for each student over the assessment period so that students are not inundated with an unreasonable number of tasks in any single week or on any specific day. However, it must be understood and realised that overlap will be unavoidable where long-term “hand-in” tasks and Extension Course tasks coincide with in-class assessments. To some extent problems of assessment overload can be avoided with careful planning ahead and the cumulative preparation of assignment/research tasks rather than “last minute – late night” efforts.

It is important to remember that the objective of assessment is to measure a wider range of student performance throughout the Year 11 and Year 12 courses than is possible to measure by examination only. Assessment is therefore fair, as it allows the full range of your achievements to be measured in each course in different ways, including research, practical skills and fieldwork where appropriate.

Year 12 assessments typically begin in Term 4 of the Year 11 year. However, it is important that you develop the habit of optimising your school assessment marks long before entry into the Higher School Certificate year.

You will receive written information outlining the method of assessment in each course studied. In order to have **satisfactorily completed a course**, you will be required to satisfactorily complete ALL of the assessment tasks set as part of the assessment program as well as other class tasks which are set from time to time to give you constructive feedback on your learning.

You are required to submit all assessment tasks punctually but even if they are late **they must still be submitted**, as these can be used to determine whether you have fulfilled the requirements of the course. However, failure to **complete sufficient assessment tasks** will preclude eligibility for the Higher School Certificate in that course. In such cases that course will not be recorded on the final result notice.

To meet the minimum requirements of the NSW Education Standards Authority (NESA), you must satisfactorily complete tasks that contribute in **excess of 50 per cent** of the available marks in any course.

At Liverpool Girls High School you must hand in assessment tasks in line with the school's and faculty's assessment guidelines. Hand-in information, deadlines and organisation will be stated on each assessment notification sheet. Please make sure that you know what the organisation is for **every** task you are involved in completing.

Breaches of the school's assessment guidelines will be communicated to your parents and may result in an 'N' Determination for the course.

You are expected, when attempting assessment tasks, to make a **serious attempt** and in no way undertake an activity which allows you to gain an unfair advantage over others (see the school's requirements regarding malpractice). Should this occur, the Principal will be informed, and may, at their discretion, invalidate your attempt, which may then jeopardise your ability to receive accreditation for that course, or even the whole Higher School Certificate.

As a general rule, should you be unable, for a valid reason, to complete a task by the due date in a particular course, the course Head Teacher will decide whether you should complete the missed task or be given an alternative task. A valid and detailed medical certificate will be required for extensions to be given. Failure to submit an assessment task without a valid reason, will result in a **zero mark** for that particular task.

At the completion of Year 12, your final assessment mark for each course is sent to the NSW Education Standards Authority (NESA). Here it is averaged with your HSC Examination mark. This produces your final mark which is reported on the *HSC Record of Achievement* and which the universities use in the calculation of your ATAR for tertiary course entrance.

In cases where you suffer an accident or misadventure near the time of the HSC Examinations NSW Education Standards Authority (NESA) may need to rely entirely on your assessment grades and marks. These marks will then be used as the chief (and perhaps only) measure of your achievement for the two year Stage 6 program.

Evidence of Learning and Reporting Student Progress and Achievement

- Year 11 courses will be awarded a grade A - E at the completion of the Year 11 courses. The grades will be awarded in relation to the student's completion of the course against the performance descriptors for the award of the grade.
- The Higher School Certificate reports will provide you with more 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.

- The Year 12 course reports will provide a description of your achievements.
- School-based tasks (assessment) will contribute to 50% of your Higher School Certificate mark. Your school assessment mark will be based on your performance in formal tasks you have undertaken during each course.
- The other 50% will come from the Higher School Certificate examination.
- Your Year 12 Higher School Certificate 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.

Common Grade Scale

The Common Grade Scale, shown below, is used to report student achievement in Stage 6 in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

Meanings of School-based Assessment Grades for all Subjects.

Grade	Performance Descriptors - (Meanings of Grades)
A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

Other Study Methods

The Saturday School of Community Languages

The Saturday School of Community Languages gives students the opportunity to study the language they speak at home, if a course in that language is not offered at their weekday school. The school is a public secondary school which delivers face-to-face lessons only on Saturdays.

Saturday School students follow NSW Education Standards Authority (NESA) syllabuses in 24 languages. These languages are assessable as part of Stage 4, Stage 5 and Higher School Certificate studies.

What languages can you study?

Arabic, Armenian, Bengali (Bangla), Chinese (Mandarin), Croatian, Filipino, Hindi, Hungarian, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Maltese, Persian, Polish, Portuguese, Punjabi, Serbian, Spanish, Turkish, Ukrainian, Vietnamese.

Benefits of studying community languages

Studying a community language:

- provides an opportunity to develop high levels of skills in a student's background community language
- improves performance across the curriculum through enhanced literacy skills which are transferable to English
- helps maintain rewarding relationships with parents, grandparents, relatives and other community members
- promotes a sense of cultural identity, resulting in heightened self-confidence and self-esteem
- places students in a better position to take advantage of employment opportunities.

Students who successfully complete the study of a language through the Saturday School of Languages may include their language study as part of their Record of School Achievement (RoSA) and their Higher School Certificate.

An application form must be submitted for enrolment. These are available at

<http://www.sscl.schools.nsw.edu.au/documents/15837/16214/2016%20new%20enrolment%20form.pdf>.

Distance Education

The NSW Department of Education has made special arrangements to deliver educational programs to students who are isolated or whose special circumstances prevent them from attending school on a regular basis. Distance education provides access and equity for students who meet the established criteria for enrolment.

Distance education enrolments currently include:

- Students whose home is geographically isolated
- Students travelling within Australia
- Students temporarily resident or travelling overseas
- Students with certain medical conditions
- Students in extraordinary circumstances

Distance education provides single course (Years 9-12) programs to specific categories of students wishing to study a course not offered in their home school. Pathways programs for Years 11-12 students able to satisfy full-time criteria and who wish to accumulate an HSC over a number of years. Information can be found at: <http://www.schools.nsw.edu.au/rde/distanceedu/>.

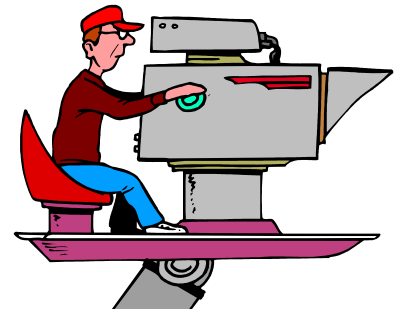
English Courses

MANDATORY COURSE

(Studying 2 Units of English are Mandatory and must be included in the 10 units of study for the HSC)

English can be studied in any of the following combinations;

- English Standard
- OR,
- English EALD (For students who have been speaking English for less than FIVE years)
- OR,
- English Advanced
- OR,
- English Advanced and English Extension
- OR,
- English Studies



2 units for each of Year 11 and HSC
Board Developed Course (BDC)

Exclusions: English (Advanced); English (EALD);
English Studies, English (Extension)

COURSE DESCRIPTION

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

In the *Year 12 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 are required to study three types of prescribed text, one drawn from each of the following categories of prose fiction; poetry or drama; film or media or non-fiction.

COURSE CONTENT

Year 11 Course – The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called a **Common Module: Reading to Write**. Students explore texts and develop skills in synthesis. The common content comprises of 40 hours. Students must undertake this module.
- Students explore and examine texts and analyse aspects of meaning. The electives comprise 80 Hours of the course content.
- The Year 11 course requires students to support the study of texts with their own wide reading.



Year 12 Course – The course has two sections:

- The HSC Common Content which consists of one **Common Module: Texts and Human Experiences** common to the HSC Standard and the HSC Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. Students are required to study three Modules A, B and C. Module C may be studied concurrently with the Common Module and / or Modules A and B or as a separate Module.

COURSE REQUIREMENTS

Across the English Standard Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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.

Year 11 Course

Students are required to study:

- one complex multimodal or digital text in Module A (this may include the study of film)
- one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- The Year 11 course requires students to support the study of texts with their own wide reading.

Year 12 Course

Students are required to study:

- at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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 a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.
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	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ <i>Module C – The Craft of Writing</i> must be assessed with a total weighting of 25% ▪ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ▪ assessment of the Common Module must integrate student selected related material.
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	
TOTAL	100%	

HSC EXAMINATION SPECIFICATIONS

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

The external examination and its marking relate to the syllabus by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

The specifications will apply to the *English Standard Stage 6 Syllabus* commencing with the 2019 HSC examination program. Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course.

**2 units for each of Year 11 and HSC
Board Developed Course**

**Exclusions: English (Standard);
English Studies; English (EALD)**

COURSE DESCRIPTION

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

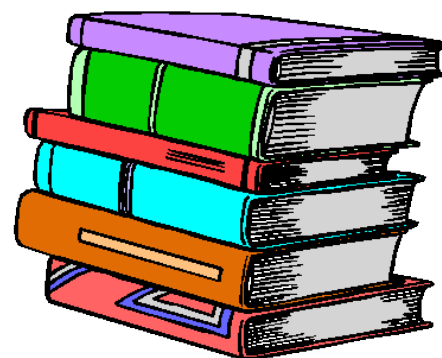
In the *Year 12 English Advance) Course*, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students are required to study four prescribed texts, one drawn from each of the following categories –

- Shakespearean Drama;
- prose fiction;
- poetry or drama

COURSE CONTENT

Year 11 Course – The course has two sections:

- Content common to the Standard and Advanced courses is undertaken through a unit of work called a **Common Module: Reading to Write**. Students explore texts and develop skills in synthesis. The common content comprises of 40 hours. Students must undertake this module.
- Students explore and examine texts and analyse aspects of meaning. The electives comprise 80 Hours of the course content.
- The Year 11 course requires students to support the study of texts with their own wide reading.



Year 12 Course – The course has two sections:

- The Year 12 Common Content which consists of one Common Module: Texts and Human Experiences common to the Year 12 Standard and the Year 12 Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules, which emphasises particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. Students are required to study three modules A, B and C.

COURSE REQUIREMENTS

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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.

Year 11 Course

Students are required to study:

- a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- a wide range of additional related texts and textual forms.

Students are required to study:

- at least four prescribed texts, one drawn from each of the following categories: Shakespearean drama; prose fiction; poetry **or** drama. The remaining text may be film **or** media **or** a nonfiction text **or** may be selected from one of the categories already used
- at least two additional prescribed texts from the list provided in *Module C: The Craft of Writing*
- at least one related text in the *Common module: Texts and Human Experiences*.

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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 a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.
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	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ <i>Module C – The Craft of Writing</i> must be assessed with a total weighting of 25% ▪ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes ▪ assessment of the Common Module must integrate student selected related material
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	
TOTAL	100%	

ENGLISH ADVANCED HSC EXAMINATION SPECIFICATIONS

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

Paper 1: Common Module – Texts and Human Experiences

The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.

The paper will consist of two sections.

Section I (20 marks)

There will be four to five short-answer questions.

Questions may contain parts.

Questions will be based on stimulus and/or unseen texts related to the Common Module.

At least two items will be common to English Standard.

Section II (20 marks)

There will be one question.

The question will require a sustained response based on the candidate's prescribed text.

This question may include stimulus and/or unseen texts.

This question will be common to English Studies, English Standard and English Advanced.

Paper 2: Modules

The time allowed is 2 hours plus 5 minutes reading time.

The paper will consist of three sections.

Section I: Module A (20 marks)

There will be one question.

The question will require a sustained response based on the candidate's prescribed texts.

This question may include a stimulus. Assessment and Reporting in English Advanced Stage 6, updated January 2018 10 of 12

Section II: Module B (20 marks)

- There will be one question.
- The question will require a sustained response based on the candidate's prescribed text.
- This question may include a stimulus.

Section III: Module C (20 marks)

- There will be one question.
- The question may contain up to two parts.
- The question will require an imaginative, discursive, persuasive, informative or reflective response.
- The question may require students to reflect on one or more of their prescribed texts.
- This question may include a stimulus and/or unseen texts.



1 unit of study for each of Year 11 and HSC

Prerequisites: (a) English (Advanced)
(b) Year 11 English Extension is a prerequisite for English Extension Course 1
English Extension Course 1 is a prerequisite for English Extension Course 2

Exclusions: English (Standard); English (EALD), English Studies

COURSE DESCRIPTION

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

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

In the English Extension 2 Year 12 course, students develop a sustained composition, and document their reflection on their process.

COURSE CONTENT

Year 11 Extension Course

The course has one mandatory section: Module: Texts, Culture and Value as well as a related research project.

Year 12 English Extension Course 1

The course has a common module: Literary Worlds with ONE elective option. Students must complete one elective chosen from one of the five electives offered for study.

- Literary Homelands
- Worlds of Upheaval
- Reimagined Worlds
- Literary Mindscapes
- Intersecting Worlds



Year 12 English Extension Course 2

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

COURSE REQUIREMENTS

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

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

Year 11 Course

Students are required to:

- examine a key text from the past and its manifestations in one or more recent cultures

- explore, analyse and critically evaluate different examples of such texts in a range of contexts and media
- undertake a related research project.

Year 12 Course

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

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

In the English Extension 2 course students are required to:

- Complete a Major Work which involves students undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.
- Students can choose to compose in ONE of the following forms:
 - short fiction
 - creative non-fiction
 - poetry
 - critical response
 - script – short film, television, drama
 - podcasts – drama, storytelling, speeches, performance poetry
 - multimedia.

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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 a multimodal presentation about the Independent Project with a maximum weighting for 40%
Knowledge and understanding of complex texts and how and why they are valued.	50	
Skills in complex analysis, sustained composition and independent investigation	50	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ 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 with a minimum weighting of 30% ▪ one task must be a creative response with a maximum weighting of 40% ▪ at least one task must integrate student selected related material
Knowledge and understanding of complex texts and how and why they are valued.	50	
Skills in complex analysis, sustained composition and independent investigation	50	
TOTAL	100%	

ENGLISH EXTENSION 1 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.

Section I – Common Module (25 marks)

- There will be one question in response to stimulus and/or unseen material.
- The question may require a critical or creative response, or both. It may be a single, sustained response, or it may be in two parts.

Section II – Elective (25 marks)

- There will be one question, which may include stimulus.
- The question will require a sustained critical response based on the candidate's prescribed texts and related texts.

**The MORE that you READ,
The MORE things you will KNOW.
The MORE that you LEARN,
The more PLACES you'll GO. >
-Dr. Seuss**

2 units for each of Year 11 and Year 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.

COURSE DESCRIPTION

In the *Year 11 English EAL/D course*, students acquire and develop specific English language skills, knowledge and understanding by exploring a range of texts which include prose fiction, drama, poetry, nonfiction, film, media and/or multimedia, as well as Australian texts. Through this close study of text, students develop their understanding of the ways ideas and processes are represented in texts.

In the *Year 12 English EAL/D course*, students reinforce and extend their language skills through the close study of at least three types of prescribed texts drawn from prose fiction, drama, poetry, nonfiction, film, media and multimedia and a wide range of additional related texts and textual forms. Through this close study of texts, students develop and apply skills in synthesis.

In this course, students will develop and consolidate use, understanding and appreciation standard English to enhance their personal, social, educational, and vocational lives.

COURSE CONTENT

Year 11 Course – The course has three sections:

- **Module A:** Language and Texts in Context
- **Module B:** Close Study of Text
- **Module C:** Texts and Society
- Students are required to study one substantial literary text.
- Students must explore a range of types of texts drawn from: prose fiction; drama; poetry; nonfiction; film, media **or** multimedia texts
- Students will engage in regular wide reading connected to, and described in, each of the modules
- Students engage in speaking and listening components in each module

Year 12 Course – The course has four sections:

- **Module A:** Texts and Human Experience
- **Module B:** Language, Identity and Culture
- **Module C:** Close Study of Text
- **Focus on Writing Module** – to be studied concurrently with the above modules
- Students are required to closely study three types of prescribed texts drawn from prose fiction; drama; poetry; nonfiction; film, media **or** multimedia texts
- Students must study one related text in Module A: Texts and Human Experiences

COURSE REQUIREMENTS

Across the English EAL/D Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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.

Year 11 Course

Students are required to:

- study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- engage in regular wide reading connected to, and described in, each of the modules
- engage in speaking and listening components in each module.

Year 12 Course

Students are required to:

- study at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or nonfiction texts
- study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- study at least one related text in *Module A: Texts and Human Experiences*
- engage in speaking and listening components in each module.

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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 a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening.
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	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes, one of which must be listening ▪ one task must focus on the concurrent module, <i>Module D – Focus on Writing</i> with a minimum weighting of 25%
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	
TOTAL	100%	

ENGLISH EAL/D HSC EXAMINATION SPECIFICATIONS

The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.

Paper 1: Module A and Focus on Writing

The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.

The paper will consist of two sections.

Section I: Module A – Texts and Human Experiences (30 marks)

This section consists of two parts.

Part A (15 marks)

There will be three or four questions based on stimulus and/or unseen texts related to Module A.

Questions may contain parts.

Part B (15 marks)

There will be one question based on the candidate's prescribed text.

This question may include a stimulus.

Section II: Focus on Writing (15 marks)



There will be one question which may contain parts.

The question will require an imaginative, discursive, persuasive or informative response.

This question may include a stimulus and/or an unseen text. Assessment and Reporting in English EAL/D Stage 6, updated September 2017 10 of 12

Paper 2: Module B and Module C

- The time allowed is 1 hour plus 5 minutes reading time.
- The paper will consist of two sections.

Section I: Module B – Language, Identity and Culture (20 marks)

- There will be one question.
- The question will require a sustained response based on the candidate's prescribed text.
- This question may include a stimulus.

Section II: Module C – Close Study of Texts (20 marks)

- There will be one question.
- The question will require a sustained response based on the candidate's prescribed text.
- This question may include a stimulus.

Listening Paper (15 marks)

- The time allowed is 30 minutes including listening time.
- There will be four to six questions.
- Questions may require an objective or short-answer response.
- Listening material will relate to content explored in Module A and/or Module B.
- Questions will assess the ability of candidates to listen with understanding and to respond to a range of verbal cues.



**2 units for each of Year 11 and HSC
Board Developed Course**

Exclusions: **English (Standard);
English (Advanced);
English Extension, English (EALD)**

COURSE DESCRIPTION

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

Course Entry Guidelines

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

Due to the changes in the English Studies course, students considering choosing this course should understand that

- English Studies is a Stage 6 Board Developed Course (Category B) to begin in the Year 11 year.
- Students will be able to sit for an optional HSC examination and will be reported on a common scale with the English Standard and English Advanced courses
- Students choosing not to sit for the English Studies HSC examination will still be eligible for the HSC if they have satisfactorily completed courses that comprise the pattern of study required by NESA.
- To be eligible for an ATAR, students studying the English Studies course **MUST** complete the optional HSC examination and include a further 8 units of Category A courses in their pattern of study.

COURSE CONTENT

Year 11 Course –

- The module 'Achieving through English: English in education, work and community is mandatory in the Year 11 Course.
- Students will study the mandatory module and a total of 2-4 modules, 20-30 hours each.

Year 12 Course –

- The module 'Texts and Human Experiences'
- Students will study the mandatory module and an additional 2-4 modules, 20-45 hours each.



The additional modules for both the Year 11 and HSC courses are selected from a list of elective modules within the syllabus. The elective modules may be studied in either course, but with an increasing level of challenge as students advance into the HSC course.

Schools may develop and offer one 20 hour module of their own design for the Year 11 year.

COURSE REQUIREMENTS

Across the English Studies Stage 6 Course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- 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.

Year 11 and Year 12 Courses

Students are required to:

- 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)
- 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, for example, visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.

Year 12 Course

In addition to the above requirements, students in Year 12 **only** are required to study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

NSW Education Standards Authority (NESA)

Board Developed Courses

for the 2022 HSC



2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

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



The **Year 12** Course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

COURSE REQUIREMENTS

Year 11 Course

- Part I: Aboriginality and the Land (20%)
 - Aboriginal peoples' relationship to Country
 - Dispossession and dislocation of Aboriginal peoples from Country
 - Impact of British colonisation on Country
- Part II: Heritage and Identity (30%)
 - The Dreaming and cultural ownership
 - Diversity of Aboriginal cultural and social life
 - Impact of colonisation on Aboriginal cultures and families
 - Impact of racism and stereotyping
- Part III: International Indigenous Community: Comparative Study (25%)
 - Location, environment and features of an international Indigenous community
 - Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity
- Part IV: Research and Inquiry Methods: Local Community Case Study (25%)
 - Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information

Year 12 Course

- Part I – Social Justice and Human Rights Issues (50%)
 - A Global Perspective (20%)
 - Global understanding of human rights and social justice
- AND
- B Comparative Study (30%)
 - A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, Economic Independence
- Part II – Case Study of an Aboriginal community for each topic (20%)
 - A Aboriginality and the Land – The Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses
- OR
- B Heritage and Identity – Contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non-Aboriginal responses
- Part III – Research and Inquiry Methods – Major Project (30%)
 - Choice of project topic based on student interest.

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
Knowledge and understanding of course content	40	
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15	
Research and inquiry methods, including aspects of the Local Community Case Study	20	
Communication of information, ideas and issues in appropriate forms	25	
TOTAL	100%	
YEAR 12		

Assessment Components	Weighting	Assessment Requirements
Knowledge and understanding of course content	40	<ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30% one task must be the Major Project with a weighting of 40% – inclusive of the allocation of 15% for the log
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25	
Research and inquiry methods, including aspects of the Major Project	20	
Communication of information, ideas and issues in appropriate forms	15	
TOTAL	100%	

ABORIGINAL STUDIES 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 three sections. All questions may refer to stimulus material.

Section I – Social Justice and Human Rights Issues (55 marks)

This section will consist of three parts.

Part A: Global Perspective (25 marks)

- There will be objective response and short-answer questions, including from 5 to 10 objective response questions.

Part B: Comparative Study (15 marks)

- There will be six questions in parts, one for each topic offered in the Comparative Study.
- Each question will consist of two or three parts
- Candidates will be required to answer the questions on one of the topics they have studied.
- The expected length of the response is around four examination writing booklet pages (approximately 600 words) in total.

Part C: Global Perspective and Comparative Study (15 marks)

- There will be one extended response question to the value of 15 marks.
- The question requires an integration of the knowledge and understanding of both the Global Perspective and the Comparative Study
- Candidates will be required to answer the question with reference to the Global Perspective and the two topics investigated in the Comparative Study
- The expected length of the response is around four examination writing booklet pages (approximately 600 words).

Section II – Research and Inquiry methods (15 marks)

- There will be one question in parts to the value of 15 marks.
- The question will consist of two or three parts, with the last part worth at least 8 marks.
- The expected length of response is around four examination writing booklet pages (approximately 600 words) in total.

Section III – Options (30 marks)

- For each of the options *Aboriginality and the Land* and *Heritage and Identity* there will be:
 - a stimulus-based extended response question with an expected length of response of around three pages of an examination writing booklet (approximately 400 words), worth 10 marks.
 - an extended response question with an expected length of response of around six examination writing booklet pages (approximately 800 words), worth 20 marks.
- Candidates will be required to answer the questions from the option they have studied.

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

The **Year 11** course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world.

The **Year 12** course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

COURSE CONTENT

Year 11 Course

The Year 11 course comprises three sections.

- Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies')
- Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies.
- Features of Ancient Societies (40 indicative hours)
- Students study at least two ancient societies.
- Historical Investigation (20 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12 Course

The Year 12 course comprises four sections.

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours)
- One 'Ancient Societies' topic (30 indicative hours)
- One 'Personalities in their Times' topic (30 indicative hours)
- One 'Historical Periods' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.



COURSE REQUIREMENTS

Year 11 Course

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.

Year 12 Course

The course requires study from at least two of the following areas:

- Egypt
- Near East
- China
- Greece
- Rome.



FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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%
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		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be an Historical Analysis with a weighting of 20–30%
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		
TOTAL	100%		

ANCIENT HISTORY HSC EXAMINATION SPECIFICATIONS

- The examination will consist of a written paper worth 100 marks.
- The time allowed is 3 hours plus 5 minutes reading time.
- The paper will consist of four sections.
- Questions may include sources and/or interpretations.
- Questions may examine content from the Survey and Focus of study.

Section I – Core: Cities of Vesuvius – Pompeii and Herculaneum (25 marks)

There will be three or four questions.

- This section will require candidates to analyse and interpret sources and apply their own knowledge.
- One question will be worth 10 to 15 marks.
- Candidates will be required to answer all questions.

Section II – Ancient Societies (25 marks)

There will be one question for each of the eight topics.

- Questions will contain three or four parts.
- One part will be worth 10 to 15 marks.
- Candidates will be required to answer the question on the topic they have studied.

Section III – Personalities in their Times (25 marks)

There will be one question for each of the ten topics.

- Questions will contain two or three parts.
- One part will be worth 10 to 15 marks.
- Candidates will be required to answer the question on the topic they have studied. Assessment and Reporting in Ancient History Stage 6, updated September 2017 10 of 13

Section IV – Historical Periods (25 marks)

- There will be one extended-response question for each of the ten topics.
- Each question will have two alternatives.
- Candidates will be required to answer one alternative on the topic they have studied.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).

2 units for each of Year 11 and Year 12
Board Developed Course

Year 11 Biology is one of the prerequisite courses that will allow study of the Science Extension Course in Year 12. Students may study up to six (6) units of Science in Year 11 and seven (7) units in Year 12.

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 Biology

Working scientifically skills

- Module 1 – Cells as the basis of life
- Module 2 – Organisation of living things
- Module 3 – Biological diversity
- Module 4 – Ecosystem dynamics

Year 12 Biology

Working scientifically skills

- Module 5 – Heredity
- Module 6 – Genetic change
- Module 7 – Infectious diseases
- Module 8 – Non-infectious diseases.

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 12 courses and must occupy a minimum of 35 hours of course time each year.

Filed work is also mandated in Year 11 and is an integral part of the learning process.

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ three assessment tasks ▪ the minimum weighting for an individual task is 20% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40% ▪ the depth study task must assess: <ul style="list-style-type: none"> ▪ the Working Scientifically skills outcomes: <ul style="list-style-type: none"> ▪ Questioning and Predicting ▪ Communicating ▪ a minimum of two additional Working Scientifically skills outcomes ▪ at least one Knowledge and Understanding outcome
Skills in working scientifically	60		
Knowledge and understanding of course content	40		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks

Assessment Components	Weighting	Assessment Requirements
Skills in working scientifically	60	<ul style="list-style-type: none"> ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40% ▪ the depth study task must assess: <ul style="list-style-type: none"> ▪ the Working Scientifically skills outcomes: <ul style="list-style-type: none"> ▪ Questioning and Predicting ▪ Communicating ▪ a minimum of two additional Working Scientifically skills outcomes ▪ at least one Knowledge and Understanding outcome
Knowledge and understanding of course content	40	
TOTAL	100%	

BIOLOGY 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.
- NESA approved calculators may be used.
- There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

The paper will consist of two sections.

Section I (20 marks)

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

Section II (80 marks)

Questions may contain parts.

- There will be 20 to 25 items.
- At least two items will be worth 7 to 9 marks.

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

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

COURSE CONTENT

Year 11 Course

- Nature of Business (20% of course time) – *the role and nature of business in a changing business environment*
- Business Management (40% of course time) – *the nature and responsibilities of management in the business environment*
- Business Planning (40% of course time) – *the process of establishing and planning a small to medium enterprise*



Year 12 Course

- Operations (25% of course time) – *strategies for effective operations management in larger business*
- Marketing (25% of course time) - *the main elements involved the development and implementation of successful marketing strategies*
- Finance (25% of course time) – *the role of interpreting financial information in the planning and management of a business*
- Human Resources (25% of course time) – *the contribution of human resources management to business performance*

COURSE REQUIREMENTS

In the Year 11 course there is a research project investigating the operation of a small business or planning the establishment of a small business.

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
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	
TOTAL	100%	
YEAR 12		

Assessment Components	Weighting	Assessment Requirements
Knowledge and understanding of course content	40	<ul style="list-style-type: none"> ▪ maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Stimulus-based skills	20	
Inquiry and research	20	
Communication of business information, ideas and issues in appropriate forms	20	
TOTAL	100%	

BUSINESS STUDIES 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.

Section 1 (20 marks)

- There will be objective-response questions worth 20 marks.

Section 2 (40 marks)

- There will be four to six short-answer questions.
- Questions may be in parts.
- There will be approximately 12 items in total.

Section 3 (20 marks)

- 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).

Section 4 (20 marks)

- 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).

2 units for each of Year 11 and Year 12
Board Developed Course

Year 11 Chemistry is one of the prerequisite courses that will allow study of the Science Extension Course in Year 12. Students may study up to six (6) units of Science in Year 11 and seven (7) units in Year 12.

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

Modules

- Module 1 - Properties and Structure of Matter
- Module 2 - Introduction to Quantitative Chemistry
- Module 3 - Reactive Chemistry
- Module 4 - Drivers of Reactions

Year 12 Course

Working scientifically skills

Modules

- Module 5 - Equilibrium and Acid Reactions
- Module 6 - Acid/base Reactions
- Module 7 - Organic Chemistry
- Module 8 - Applying Chemical Ideas

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 12 courses and must occupy a minimum of 35 hours of course time each year.



FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components	Weighting	Assessment Requirements
YEAR 11		
Skills in working scientifically	60	<ul style="list-style-type: none"> ▪ three assessment tasks ▪ the minimum weighting for an individual task is 20% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40% ▪ the depth study task must assess: <ul style="list-style-type: none"> ▪ the Working Scientifically skills outcomes: <ul style="list-style-type: none"> ▪ Questioning and Predicting ▪ Communicating ▪ a minimum of two additional Working Scientifically skills outcomes ▪ at least one Knowledge and Understanding outcome
Knowledge and understanding of course content	40	
TOTAL	100%	
YEAR 12		
		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks

Assessment Components	Weighting	Assessment Requirements
Skills in working scientifically	60	<ul style="list-style-type: none"> ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40% ▪ the depth study task must assess: ▪ the Working Scientifically skills outcomes: <ul style="list-style-type: none"> ▪ Questioning and Predicting ▪ Communicating ▪ a minimum of two additional Working Scientifically skills outcomes ▪ at least one Knowledge and Understanding outcome
Knowledge and understanding of course content	40	
TOTAL	100%	

CHEMISTRY 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.
- A data sheet, formulae sheet and Periodic Table will be provided.
- NESAs approved calculators may be used.

- There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

The paper will consist of two sections.

Section I (20 marks)

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

Section II (80 marks)

- Questions may contain parts.
- There will be 20 to 25 items.
- At least two items will be worth 7 to 9 marks.

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

Community and Family Studies is designed to develop in each student an understanding of the diverse nature 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.

COURSE CONTENT

Year 11 Course

- **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).

Year 12 Course

- **Research Methodology** - Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time).
- **Groups in Context** - The characteristics and needs of specific 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).

Year 12 Option Modules

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

- **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.



COURSE REQUIREMENTS

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

FORMAL SCHOOL-BASED ASSESSMENT

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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
Knowledge and understanding of course content	40		
Skills in critical thinking, research methodology, analysing and communicating	60		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be an Independent Research Project with a maximum weighting of 20%.
Knowledge and understanding of course content	40		
Skills in critical thinking, research methodology, analysing and communicating	60		
TOTAL	100%		

COMMUNITY AND FAMILY STUDIES 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 two sections.

Section I – Core (75 marks)

This section will consist of two parts.

Part A (20 marks)

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

Part B (55 marks)

- There will be approximately eight short-answer questions.
- Questions may contain parts.
- There will be approximately 10 items in total.
- At least two items will be worth from 6 to 8 marks.

Section II – Options (25 marks)

- There will be three questions, one for each of the options.
- Candidates will be required to answer the question on the option they have studied.
- Each question will consist of short-answer parts and an extended response part.
- The short-answer parts will have a total value of 10 marks.
- The extended response part will be worth 15 marks with an expected length of response of around four pages of an examination writing booklet (approximately 600 words).

2 units for each of Year 11 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.

COURSE CONTENT

Year 11 Course

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

Components to be completed are:

- Performance (40%)
- Composition (30%)
- Appreciation (30%)

Year 12 Course

Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology

- Core (60%) Performance (20%), Composition (20%), Appreciation (20%)
- Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.



COURSE REQUIREMENTS

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

The published *Course Prescriptions*, which may change in total or in part every two years, indicate works to be studied in the HSC Course in Core Appreciation and Major Study Appreciation. Students selecting Dance are required to keep a process diary of the development of all practical core and major study components.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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
Performance	40		
Composition	30		
Appreciation	30		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Performance	20		
Composition	20		
Appreciation	20		
Major Study	40		
TOTAL	100%		

DANCE HSC EXAMINATION SPECIFICATIONS

The examination will consist of a written paper worth 20 marks, practical examinations worth 40 marks and either an additional written paper or an additional practical examination or an individual project worth 40 marks.

Written Paper – Core Appreciation (20 marks)

- Time allowed: 1 hour plus 5 minutes reading time.
- There will be two extended response questions.
- Each question will be worth 10 marks.
- Each question will have an expected length of response of around three pages of an examination writing booklet (approximately 400 words).

Practical Examination (40 marks)

Core Performance (20 marks)

Candidates will present a solo dance of between three and five minutes duration based on Dance Technique. At the conclusion of the performance an interview will take place in which candidates can orally and physically demonstrate their applied knowledge and understanding of performance.

Core Composition (20 marks)

Candidates will choreograph a solo 'Dance' of between three and five minutes duration to be performed by another candidate from the school who is not the choreographer, and submit a 300-word rationale for their composition.

Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Written Paper/Practical Examination/Individual Project (40 marks)

Written Paper – Major Study – Appreciation

This paper should only be attempted by candidates who have nominated Appreciation as their major study.

Time allowed: 1 hour and 15 minutes plus 5 minutes reading time.

- There will be three extended response questions.
- Two extended response questions will each be worth 10 marks with an expected length of response of around three pages of an examination writing booklet (approximately 400 words).
- One extended response question will be worth 20 marks with an expected length of response of around six pages of an examination writing booklet (approximately 800 words).

Practical Examinations

Major Study – Performance

This examination should only be attempted by candidates who have nominated Performance as their major study.

Candidates will present a solo 'Work' of between four and six minutes duration which will be different from that presented for the Core Performance. At the conclusion of the performance an interview will take place in which candidates can orally and physically demonstrate their applied knowledge and understanding of performance.

Major Study – Composition

This examination should only be attempted by candidates who have nominated Composition as their major study.

Candidates will choreograph a 'Work' of between four and six minutes duration for two to three dancers, and submit a 300 word rationale for their composition. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Major Study – Dance and Technology

This project should only be attempted by candidates who have nominated Dance and Technology as their major study.

Candidates will be required to choose one option.

Option 1: Choreographing the Virtual Body

Candidates will create and choreograph a 'Work' of between four and six minutes duration for two to three dancers using computer-based animation software. Candidates will present the virtual choreography,

and submit a 300 word rationale for their project. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Option 2: Film and Video

Candidates will create and choreograph a 'Work' of between four and six minutes duration for two to three dancers. Candidates will film and edit the 'Work', present the filmed and edited choreographed 'Work', and submit a 300 word rationale for their project. Candidates will have the opportunity to elaborate on their rationale and orally and physically demonstrate their applied knowledge and understanding of the compositional process.

Links to information about Practical Assessment (NESA)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/dance-syllabus>

Go to file - **Assessment and reporting (July 2017) (PDF, 28 pages, 178 KB)**

Course costs: \$20.00 per year

(Refund Arrangements on a pro-rata basis)

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

This course involves the study of design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. It involves hands-on practical activities which develop knowledge and skills in designing and producing.



COURSE CONTENT

Main Areas and Key Competencies Covered

Key competencies include: *collecting, analysing and organising information, communicating ideas and information*, reflecting processes of design research and idea development.

Students will:

- develop, modify and construct the projects, using mathematical ideas and techniques
- use appropriate information technologies during the investigation process
- develop problem solving skills

COURSE REQUIREMENTS

In the *Year 11* course, students will complete a minimum of two design projects. 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. Students are encouraged to communicate their design ideas using a range of appropriate media.

In the *Year 12* course, the activities of designing and producing that were studied in the *Year 11* 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 *Year 11* 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.



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
Knowledge and understanding of course content	40	
Knowledge and skills in designing, managing, producing and evaluating design projects	60	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be a case study of an innovation with a weighting of 20%
Knowledge and understanding of course content	40	
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	
TOTAL	100%	

DESIGN AND TECHNOLOGY HSC EXAMINATION SPECIFICATIONS

The examination will consist of a written paper worth 40 marks and a Major Design Project worth 60 marks.

Written Paper (40 marks)

Time allowed: 1 hour and 30 minutes plus 5 minutes reading time. The paper will consist of three sections.

Section I (10 marks)

- There will be objective response questions to the value of 10 marks.

Section II (15 marks)

- There will be short-answer questions to the value of 15 marks.
- Questions may contain parts.
- There will be approximately four items in total.
- At least one item will be worth from 4 to 6 marks.

Section III (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) in total.

Major Design Project (60 marks)

The Major Design Project consists of an individual product, system or environment, and a folio. The folio documents the proposal, the project management, the development and realisation, and the project evaluation.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/design-and-technology-syllabus>

Assessment and reporting (July 2017) (PDF, 15 pages, 131 KB)

Course costs: \$45.00 per year

(Refund Arrangements on a pro-rata basis)

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY

2 units for each of Year 11 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.

COURSE DESCRIPTION

Students in Drama study the practices of Making, Performing and Critically Studying. Students engage with these components through collaborative and individual experiences.

Year 11 Course

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

Year 12 Course

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

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

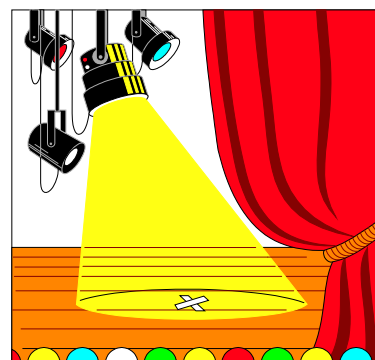
COURSE CONTENT

Year 11 Course

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

Year 12 Course

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



COURSE REQUIREMENTS

The Year 11 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 *Course Prescriptions* 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 Year 12 course. Students choosing Individual Project Design or Critical Analysis should 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 Year 12 course when choosing Individual Projects.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
Making	40	
Performing	30	
Critically Studying	30	
TOTAL	100%	
YEAR 12		

Assessment Components	Weighting	Assessment Requirements
Making	40	<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Performing	30	
Critically Studying	30	
TOTAL	100%	

DRAMA HSC EXAMINATION SPECIFICATIONS

The examination will consist of a written paper worth 40 marks, a group performance worth 30 marks, and an individual project worth 30 marks.

Written Paper (40 marks)

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

The paper will consist of two sections.

Section I – Core: Australian Drama and Theatre (20 marks)

- There will be one extended response question.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

Section II – Studies in Drama and Theatre (20 marks)

- There will be seven extended response questions, one for each topic.
- Candidates will be required to answer one question on the topic they have studied.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

Group Performance (30 marks)

Each candidate will collaborate with a group in devising and performing a piece of original theatre based on a theme or concept, issue, idea or image chosen from the Group Performance list available on the NESA website.

Individual Project (30 marks)

Candidates will undertake a project drawn from one of the following areas:

- Critical Analysis
- Design
- Performance
- Scriptwriting
- Video Drama

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

Click on File: Assessment and reporting (July 2017) (PDF, 27 pages, 198 KB)

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

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.

COURSE CONTENT

Year 11 Course

- Introduction to Economics (10%) – the nature of Economics and the operation of an economy
- Consumers and Business (10%) – the role of consumers and business in the economy
- Markets (20%) – the role of markets, demand, supply and competition
- Labour Markets (20%) – the workforce and role of labour in the economy
- Financial Markets (20%) – the financial market in Australia including the share market
- Government in the Economy (20%) – the role of government in the Australian economy.



Year 12 Course

- The Global Economy (25%) – Features of the global economy and globalisation
- Australia's Place in the Global Economy (25%) – Australia's trade and finance
- Economic Issues (25%) – issues including growth, unemployment, inflation, wealth and management.
- Economic Policies and Management (25%) – the range of policies to manage the economy.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
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	
TOTAL	100%	

Assessment Components		Weighting	Assessment Requirements
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
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		
TOTAL	100%		

ECONOMICS 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.

Section I (20 marks)

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

Section II (40 marks)

- There will be four short-answer questions.
- Questions may be in parts.
- There will be approximately 12 items in total.

Section III (20 marks)

- There will be two stimulus-based extended response questions.
- Candidates will be required to answer one question.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

Section IV (20 marks)

- There will be two extended response questions.
- Candidates will be required to answer one question.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

The *Year 11* 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.

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.

COURSE CONTENT

Year 11 Course

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

Year 12 Course

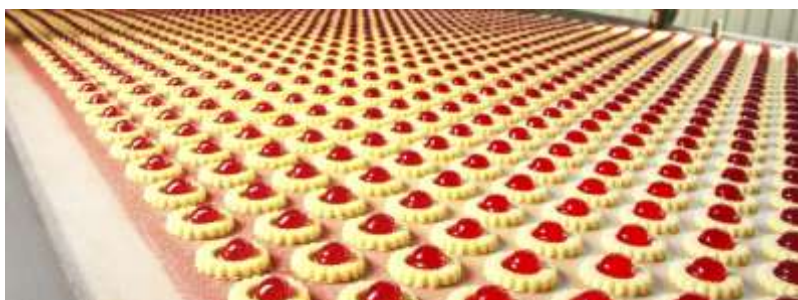
- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Nutrition Issues (25%)



COURSE REQUIREMENTS

- There is no prerequisite study for the 2 unit Year 11 course. Completion of the 2 unit Year 11 course is a prerequisite to the study of the 2 unit HSC course.
- In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.
- It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> 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
Knowledge and understanding of course content	40		
Knowledge and skills in designing, researching, analysing and evaluating	30		
Skills in experimenting with and preparing food by applying theoretical concepts	30		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30%
Knowledge and understanding of course content	40		
Knowledge and skills in designing, researching, analysing and evaluating	30		
Skills in experimenting with and preparing food by applying theoretical concepts	30		
TOTAL	100%		

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).

Course costs: \$70.00 per year

(Refund Arrangements on a pro-rata basis)

2 units for each of Year 11 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 the *ACE Manual*.

Strict eligibility rules apply to the study of this course.

- *Students are learning the language as a second (or additional) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.*
- *Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).*
- *Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.*

COURSE DESCRIPTION

In the *Year 11* and *Year 12* 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, the personal world and the French-speaking communities, provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

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



COURSE CONTENT

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

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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
Listening	30		
Reading	30		
Speaking	20		
Writing	20		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Listening	30		
Reading	30		
Speaking	20		
Writing	20		
TOTAL	100%		

LANGUAGES BEGINNERS STAGE 6 HSC EXAMINATION SPECIFICATIONS

Arabic • Chinese • French • German • Indonesian • Italian • Japanese • Korean Modern Greek • Spanish

The examination will consist of a written paper worth 80 marks and an oral examination worth 20 marks.

Written Paper (80 marks)

Time allowed: 2 hours and 30 minutes plus 10 minutes of reading time.

The stimulus texts and the writing tasks will relate to the topics as listed in the syllabus.

Monolingual and/or bilingual print dictionaries may be used.

The paper will consist of three sections.

Section I – Listening (30 marks)

- Candidates will be required to demonstrate their understanding of spoken text.
- There will be approximately 10 questions phrased in English relating to Objective 2 requiring a response in English.
- Each question will be based on an aural text in [Language].
- Each text will be read twice. There will be a pause between the readings and a longer pause after the second reading to allow candidates to answer the question.
- The total time for one reading of all the texts will be approximately 8 minutes.
- The texts will include a range of text types.
- There will be a range of question types such as short-answer questions including those which may require the completion of a table, list or form, and objective response questions.
- Questions may contain parts.
- There will be no more than 13 items in total.
- There will be at least one item worth 5 marks.

Section II – Reading (30 marks)

- Candidates will be required to demonstrate their understanding of written text.
- There will be approximately five questions phrased in English relating to Objective 2 requiring a response in English.
- Each question will be based on a written text in [Language].
- The total length of the texts will be approximately 750 words/800 characters/ 1500 *ji*/1600 *ja*.
- Questions may contain short-answer and objective response parts.
- There will be approximately 12 items in total.

- There will be at least one item worth 5 marks.

Section III – Writing in [Language] (20 marks)

This section will consist of two parts.

Part A (10 marks)

- There will be two short-answer questions, worth 4 marks and 6 marks, phrased in English requiring a response in [Language] relating to Objective 3.
 - Questions will specify the audience, purpose and context of the response.
 - Questions may include stimulus material in [Language].
- The total expected length of the two responses will be approximately 125 words/ 150 characters /250 ji/ 300 ja in [Language].

Part B (10 marks)

- There will be two questions relating to Objective 3 phrased in English and [Language] requiring a response in [Language].
- Candidates will be required to answer one question.
- Each question will specify the audience, purpose and context of the response, and will require the same text type.
- The expected length of the response will be approximately 125 words/150 characters/ 250 ji/300 ja

Oral Examination (20 marks)

Time allowed: approximately 5 minutes.

The oral examination will consist of a conversation between the candidate and the examiner. In the conversation, the candidate will respond to the examiner's questions, which will relate to the prescribed syllabus topics from the perspective of the personal world.

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

The *Year 11 course* investigates aspects of both the natural environment and the human environment. It helps develop students' knowledge of ecosystems and the issues of managing them. Skills are reinforced throughout the course both in class work and field work.

The *HSC course* focuses on ecosystems at risk – examining the issues facing them and how these issues can be managed. The dynamics of cities are investigated both in theory and field work.

COURSE CONTENT

Year 11 Course

- Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.
- Global Challenges (45%) – geographical study of issues at a global scale.
- Senior Geography Project (10%) – a geographical study of student's own choosing.

Year 12 Course (The three areas are of equal value)

- *Ecosystems at Risk* – the functioning of ecosystems, their management and protection.
- *Urban Places* – study of cities and urban dynamics.
- *People and Economic Activity* – geographic study of economic activity in a local and global context.

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

COURSE REQUIREMENTS

Students complete a Senior Geography Project (SGP) in the Year 11 course where they are required to submit their research findings using formats such as electronic media, pictorial essay, written report or oral presentation. Students must also undertake 12 hours of fieldwork in each of the Year 11 and Year 12 courses. Trips to Field of Mars Reserve and Towra Point wetlands help facilitate compulsory fieldwork requirements.



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> 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 the Senior Geography Project with a weighting of 30–40%.
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		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30%
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		
TOTAL	100%		

GEOGRAPHY 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 include a stimulus booklet, which may contain maps, graphs, statistics and photographs.

The paper will consist of three sections.

Section I (20 marks)

- There will be objective response questions to the value of 20 marks.
- Questions may require candidates to refer to the stimulus booklet and to apply geographical skills and tools.

Section II (40 marks)

- There will be approximately five short-answer questions.
- Questions may contain parts.
- There will be approximately 12 items in total.
- Questions may require candidates to refer to the stimulus booklet and to apply geographical skills and tools.

Section III (40 marks)

- 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.

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY

1 unit HSC – Year 12
Board Developed Course

Prerequisites: Year 11 Ancient or Modern History
Must be studied with Ancient or Modern History in Year 12

COURSE DESCRIPTION

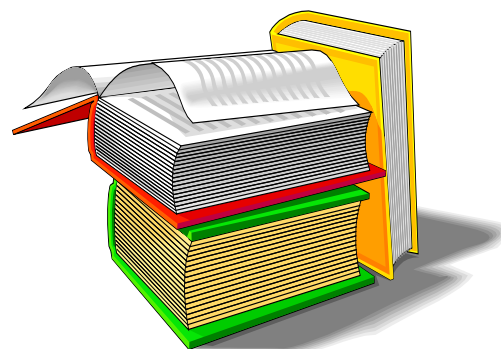
History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.

COURSE CONTENT

The course comprises two sections.

Constructing History (Minimum 40 indicative hours)

- Key Questions
- 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?
- Case Studies
- 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.



History Project (Maximum 20 indicative hours)

- Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

COURSE REQUIREMENTS

The Year 11 course in Modern or Ancient History is a prerequisite for the Year 12 course. The course requires students to undertake

- one case study
- The development of one history project

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 12		
Knowledge and understanding of significant historical ideas and processes	40	<ul style="list-style-type: none"> ▪ three assessment tasks ▪ only one task may be a formal written examination with a weighting of 30% ▪ one task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30% ▪ one task must be the History Project – Essay with a weighting of 40%
Skills in designing, undertaking and communicating historical inquiry and analysis	60	
TOTAL	100%	

HISTORY EXTENSION 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.

Section I (25 marks)

- There will be one extended-response question.
- The question may include reference to one or two unseen passages as a stimulus for exploration of issues of historiography.
- The expected length of response will be around eight examination writing pages (approximately 1000 words).

Section II (25 marks)

- There will be one extended-response question.
- The question will ask candidates to analyse an historiographical issue with specific reference to the case study.
- The expected length of response will be around eight examination writing pages (approximately 1000 words).

***Please note: this subject is only studied in Year 12
and cannot be chosen as a Year 11 subject.***

2 units for each of Preliminary and HSC
Board Developed Course

Exclusions: Computing Applications CEC

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

Preliminary Course:

Introduction to Information Skills and Systems (20%)

- Information Systems in Context
- Information Processes
- The nature of data and information
- Reasons for digital data representation
- Social and ethical issues

Tools for Information Processes (50%)

- Collecting
- Organising
- Analysing
- Storing and Retrieving
- Processing
- Transmitting and Receiving
- Displaying
- Integration of processes

Developing Information Systems (30%)

- Traditional stages in developing a system
- Complexity of systems
- Roles of people involved in systems development
- Social and ethical issues



HSC Course

Project Management (20%)

- Techniques for managing a project
- Understanding the problem
- Planning
- Design solutions
- Implementing
- Testing, evaluating and maintaining

Information Systems and Databases (20%)

- Information Systems
- Database information systems
- Organisation
- Storage and retrieval
- Other information processes
- Issues related to information systems

Communication Systems (20%)

- Characteristics of communication systems
- Examples of communication systems
- Transmitting and receiving in communication systems
- Other information processes in communication systems
- Managing communication systems
- Issues related to communication systems

Option Strands (40%)

Students will select two of the following options:

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

Particular Course Requirements

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

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
Knowledge and understanding of course content	60	
Knowledge and skills in the design and development of information systems	40	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination
Knowledge and understanding of course content	60	
Knowledge and skills in the design and development of information systems.	40	
TOTAL	100%	

INFORMATION PROCESSES AND 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 three sections.

Section I – Core (20 marks)

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

Section II – Core (40 marks)

There will be four questions.

- Questions will consist of short-answer parts.
- There will be approximately 12 parts in total.
- At least one part will be worth 5 marks.

Section III – Options (40 marks)

There will be four questions, one for each of the options.

- Candidates will be required to answer the questions on the two options they have studied.
- Each question will consist of approximately six short-answer parts.
- At least one part in each question will be worth from 5 to 6 marks.

Course costs: \$15.00 per year (Refund Arrangements on a pro-rata basis)

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY

2 units for each of Year 11 and Year 12
Board Developed Course

Year 11 Investigating Science is one of the prerequisite courses that will allow study of the Science Extension Course in Year 12. Students may study up to six (6) units of Science in Year 11 and seven (7) units in Year 12.

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

Modules

- Module 1 – Cause and Effect - Observing
- Module 2 – Cause and Effect - Inferences and Generalisations
- Module 3 – Scientific Models
- Module 4 – Theories and Laws

Year 12 Course

Working scientifically skills

Modules

- Module 5 – Scientific Investigations
- Module 6 – Technologies
- Module 7 – Fact or Fallacy?
- Module 8 – Science and Society

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 12 courses and must occupy a minimum of 35 hours of course time each year.



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ three assessment task ▪ the minimum weighting for an individual task is 20% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 30–40% ▪ the depth study task must assess: <ul style="list-style-type: none"> ▪ the Working Scientifically skills outcomes: <ul style="list-style-type: none"> ▪ Questioning and Predicting ▪ Communicating ▪ a minimum of two additional Working Scientifically skills outcomes ▪ at least one Knowledge and Understanding outcome
Skills in working scientifically	60		
Knowledge and understanding of course content	40		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 30–40% ▪ the depth study task must assess: <ul style="list-style-type: none"> ▪ the Working Scientifically skills outcomes: <ul style="list-style-type: none"> ▪ Questioning and Predicting ▪ Communicating ▪ a minimum of two additional Working Scientifically skills outcomes ▪ at least one Knowledge and Understanding outcome
Skills in working scientifically	60		
Knowledge and understanding of course content	40		
TOTAL	100%		

INVESTIGATING SCIENCE 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.
- NESA approved calculators may be used.
- There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

The paper will consist of two sections.

Section I (20 marks)

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

Section II (80 marks)

- Questions may contain parts.
- There will be 20 to 25 items.
- At least two items will be worth 7 to 9 marks.

2 units for each of Year 11 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 the *ACE Manual*

Strict eligibility rules apply to the study of this course.

- Students are learning the language as a second (or additional) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.
- Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).
- Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.

COURSE DESCRIPTION

In the Year 11 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, *the personal world* and *the Italian-speaking communities*, provide contexts in which students develop their communication skills in Italian and their knowledge and understanding of language and culture.

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.

COURSE CONTENT

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



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
Listening	30	
Reading	30	
Speaking	20	
Writing	20	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Listening	30	
Reading	30	
Speaking	20	
Writing	20	
TOTAL	100%	

LANGUAGES BEGINNERS STAGE 6 HSC EXAMINATION SPECIFICATIONS

Arabic • Chinese • French • German • Indonesian • Italian • Japanese • Korean Modern Greek • Spanish

The examination will consist of a written paper worth 80 marks and an oral examination worth 20 marks.

Written Paper (80 marks)

Time allowed: 2 hours and 30 minutes plus 10 minutes of reading time.

The stimulus texts and the writing tasks will relate to the topics as listed in the syllabus.

Monolingual and/or bilingual print dictionaries may be used.

The paper will consist of three sections.

Section I – Listening (30 marks)

- Candidates will be required to demonstrate their understanding of spoken text.
- There will be approximately 10 questions phrased in English relating to Objective 2 requiring a response in English.
- Each question will be based on an aural text in [Language].
- Each text will be read twice. There will be a pause between the readings and a longer pause after the second reading to allow candidates to answer the question.
- The total time for one reading of all the texts will be approximately 8 minutes.
- The texts will include a range of text types.
- There will be a range of question types such as short-answer questions including those which may require the completion of a table, list or form, and objective response questions.
- Questions may contain parts.
- There will be no more than 13 items in total.
- There will be at least one item worth 5 marks.

Section II – Reading (30 marks)

- Candidates will be required to demonstrate their understanding of written text.
- There will be approximately five questions phrased in English relating to Objective 2 requiring a response in English.
- Each question will be based on a written text in [Language].
- The total length of the texts will be approximately 750 words/800 characters/ 1500 ji/1600 ja.
- Questions may contain short-answer and objective response parts.
- There will be approximately 12 items in total.
- There will be at least one item worth 5 marks.

Section III – Writing in [Language] (20 marks)

This section will consist of two parts.

Part A (10 marks)

- There will be two short-answer questions, worth 4 marks and 6 marks, phrased in English requiring a response in [Language] relating to Objective 3.
 - Questions will specify the audience, purpose and context of the response.
 - Questions may include stimulus material in [Language].
- The total expected length of the two responses will be approximately 125 words/ 150 characters /250 ji/ 300 ja in [Language].

Part B (10 marks)

- There will be two questions relating to Objective 3 phrased in English and [Language] requiring a response in [Language].
- Candidates will be required to answer one question.
- Each question will specify the audience, purpose and context of the response, and will require the same text type.
- The expected length of the response will be approximately 125 words/150 characters/ 250 ji/300ja

Oral Examination (20 marks)



Time allowed: approximately 5 minutes.

The oral examination will consist of a conversation between the candidate and the examiner. In the conversation, the candidate will respond to the examiner's questions, which will relate to the prescribed syllabus topics from the perspective of the personal world.

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY



2 units for each of Year 11 and HSC Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

The *Year 11 course* develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

COURSE CONTENT

Year 11 Course

- Part I – The Legal System (40% of course time) – *the nature and functions of law*
- Part II – The Individual and the Law (30% of course time) – *how the law impacts on individuals*
- Part III – The Law in Practice (30% of course time) – *investigation of contemporary issues that illustrates how the law operates*

Year 12 Course

- Part I of the core: Crime (30% of course time) – *investigation of criminal law, processes and institutions and the tension between community interests and individual rights and freedoms*
- Part II of the core: Human rights (20% of course time) – *notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice*
- Part III: Options (50% of course time)

Students will study two focus studies chosen from:

- Consumers
- Family
- Global environmental protection
- Indigenous peoples
- Shelter
- Workplace
- World order



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> 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
Knowledge and understanding of course content	40		
Analysis and evaluation	20		
Inquiry and research	20		
Communication of legal information, issues and ideas in appropriate forms	20		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30%
Knowledge and understanding of course content	40		
Analysis and evaluation	20		
Inquiry and research	20		
Communication of legal information, issues and ideas in appropriate forms	20		
TOTAL	100%		

LEGAL STUDIES 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 three sections. Questions in Sections I and II may refer to stimulus.

Section I – Core: Crime and Human Rights (20 marks)

- 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.

Section II – Core: Crime and Human Rights (30 marks)

This section will consist of two parts.

Part A – Human Rights (15 marks)

- 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)

- 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).

Section III – Options (50 marks)

- There will be seven extended response questions, one for each option.
- Each question will be worth 25 marks.
- Each question will have two 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 writing booklet (approximately 1000 words).

Year 11 Mathematic Standard HSC Mathematics Standard 1

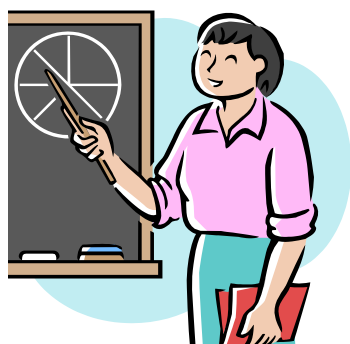
Mathematics Faculty

Course No: Yr 11 – 11236

Yr 12 – 15232 Optional Examination
CATEGORY A COURSE

Yr 12 – 15231 Non-HCS Examination
CATEGORY B

2 units Year 11 – Board Developed Course
2 Units HSC – Content Endorsed Course



Prerequisites: The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Year 7-10 NSW Syllabus for the Australian curriculum up to and including the outcomes of the Stage 5.1 pathway.

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 HSC mathematics course in conjunction with the HSC Mathematics Standard 1 course.

COURSE DESCRIPTION

The Year 11 Mathematics Standard course and the HSC Mathematics Standard 1 (Content Endorsed) course (CEC) are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Year 11 Mathematics Standard course content is written in four topics. The HSC Mathematics Standard 1 course content is written in the same four topics and includes Networks. As well as introducing some new mathematical content, the Standard course give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Topics.

The Year 11 Mathematics Standard course is the same Year 11 course that forms part of the Year 11 Mathematics Standard/HSC Mathematics Standard 2 pathway. The Year 11 Mathematics Standard/HSC Mathematics Standard 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training.

Note: As for other Content Endorsed Courses, the HSC Mathematics Standard 1 course will be subject to internal assessment only, and **not** formal examination at the HSC. Also, the two units of study for the HSC Mathematics Standard 1 course cannot be counted in the 10 units required for the calculation of an ATAR.

COURSE CONTENT

Year 11 Mathematics Standard Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Mathematics Standard 1 Course

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

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> ▪ 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%
Understanding, fluency and communication	50	
Problem solving, reasoning and justification	50	
TOTAL	100%	
YEAR 12		

Assessment Components	Weighting	Assessment Requirements
Understanding, fluency and communication	50	<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be an assignment or investigation-style with a weighting of 15–30%
Problem solving, reasoning and justification	50	
TOTAL	100%	

MATHEMATICS STANDARD 1

The specifications will apply to the *Mathematics Standard Stage 6 Syllabus* commencing with the 2019 HSC examination program.

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

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

The examination will be based on the Mathematics Standard 1 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course content notated by \diamond will be assumed knowledge for this examination and may be examined.

MATHEMATICS STANDARD 1 HSC EXAMINATION SPECIFICATIONS (Optional HSC Examination Course No. 15232)

- The examination will consist of a written paper worth 80 marks.
- The time allowed is 2 hours plus 10 minutes reading time.
- A reference sheet including appropriate formulae will be provided.
- NESA approved calculators, a pair of compasses and a protractor may be used.
- The paper will consist of two sections.

Section I (10 marks)

- There will be objective-response questions to the value of 10 marks.

Section II (70 marks)

- Questions may contain parts.
- There will be 30 to 35 items.
- At least two items will be worth 4 or 5 marks.

2 units Year 11 – Board Developed Course
2 Units HSC – Board Developed Course



Prerequisites: The Year 11 Mathematics Standard course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7-10 NSW Syllabus for the Australian curriculum up to and including the content and the outcomes of the Stage 5.1 pathway. For students who intend to study the HSC Mathematics Standard 2 course, it is recommended that they study at least some of the 5.2 pathway content of the Mathematics Years 7-10 NSW Syllabus for the Australian curriculum, particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

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 HSC mathematics course in conjunction with the HSC Mathematics Standard 2 course

COURSE DESCRIPTION

The Year 11 Mathematics Standard course and the HSC Mathematics Standard 2 course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Year 11 Mathematics Standard course content is written in four topics. The HSC Mathematics Standard 2 course content is written in the same four topics and includes Networks. As well as introducing some new mathematical content, the Standard course give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the topics.

The Year 11 Mathematics Standard course is the same Year 11 course that forms part of the Year 11 Mathematics Standard/HSC Mathematics Standard pathway. The Year 11 Mathematics Standard/HSC Mathematics Standard 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

COURSE CONTENT

Year 11 Mathematics Standard Course

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis

Year 12 Mathematics Standard 2 Course

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

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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%
Understanding, fluency and communication	50		
Problem solving, reasoning and justification	50		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be an assignment or investigation-style with a weighting of 15–30%
Understanding, fluency and communication	50		
Problem solving, reasoning and justification	50		
TOTAL	100%		

MATHEMATICS STANDARD 2

The specifications will apply to the *Mathematics Standard Stage 6 Syllabus* commencing with the 2019 HSC examination program.

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

The examination will be based on the Mathematics Standard 2 Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined.

MATHEMATICS STANDARD 2 HSC EXAMINATION SPECIFICATIONS

- The examination will consist of a written paper worth 100 marks.
- The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.
- A reference sheet will be provided.
- NESAs approved calculators, a pair of compasses and a protractor may be used.

The paper will consist of two sections.

Section I (15 marks)

- There will be objective-response questions to the value of 15 marks.

Section II (85 marks)

- Questions may contain parts.
- There will be 35 to 40 items.
- At least two items will be worth 4 or 5 marks.

2 units for each of Year 11 and HSC

Board Developed Course

Prerequisites: Students may not study the Mathematics Advanced course in conjunction with the Mathematics Standard 1 or 2 courses.

The Year 11 Mathematics Advanced 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 sub-strands of Stage 5.3

COURSE DESCRIPTION

The Mathematics Advanced course is a calculus based course and is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

The Mathematics Year 11 course content is comprised of five topics. The HSC Mathematics Advanced course content includes four of the same topics and the topic of Financial Mathematics in place of the topic of Exponential and Logarithmic Functions.

COURSE CONTENT

Year 11 Course

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithmic functions
- Statistical analysis

Year 12 Course

- Functions
- Trigonometric functions
- Calculus
- Financial mathematics
- Statistical analysis



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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%
Understanding, fluency and communication	50		
Problem-solving, reasoning and justification	50		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be an assignment or investigation-style with a weighting of 15–30%
Understanding, fluency and communication	50		
Problem-solving, reasoning and justification	50		
TOTAL	100%		

MATHEMATICS ADVANCED HSC EXAMINATION SPECIFICATIONS

The specifications will apply to the *Mathematics Advanced Stage 6 Syllabus* commencing with the 2020 HSC examination program.

The examination will be based on the Mathematics Advanced Year 12 course and will focus on the course objectives and Year 12 outcomes. The Mathematics Advanced Year 11 course will be assumed knowledge for this examination and may be examined.

- This examination will consist of a written paper worth 100 marks.
- The time allowed is 3 hours plus 10 minutes reading time.
- The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided at the back of the examination paper.

Students may bring NESA approved calculators for use during the examination.

The paper will consist of two sections.

Section I (10 marks)

- There will be objective-response questions to the value of 10 marks.

Section II (90 marks)

- Questions may contain parts.
- There will be 37 to 42 items.
- At least two items will be worth 4 or 5 marks.
- The Mathematics Advanced examination will include items that are common with the Mathematics Standard 2 HSC examination. Common items will be worth 20 to 25 marks and will be distributed throughout Sections I and II.

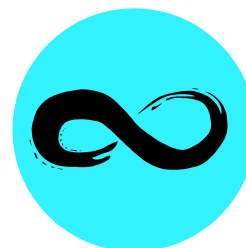
1 unit in each of Year 11 (*Year 11 Mathematics Extension*) and HSC Board Developed Course

Prerequisites: Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or 2 courses.

The Year 11 Mathematics Extension course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Year 7-10 syllabus and in particular, the content and outcomes of all sub strands of Stage 5.3.

COURSE DESCRIPTION

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.



The Mathematics Extension 1 Year 11 course content is comprised of four topics. The Mathematics Extension 1 Year 12 course content includes the topics of trigonometric functions and calculus continued from Year 11 and includes three new topics.

COURSE CONTENT

Year 11 Course

- Functions
- Trigonometric functions
- Calculus
- Combinations

Year 12 Course

- Proof
- Vectors
- Trigonometric function
- Calculus
- Statistical analysis

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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%
Understanding, fluency and communication	50	
Problem-solving, reasoning and justification	50	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be an assignment or investigation-style with a weighting of 15–30%
Understanding, fluency and communication	50	
Problem-solving, reasoning and justification	50	
TOTAL	100%	

This examination will consist of a written paper worth 70 marks.

MATHEMATICS EXTENSION 1 HSC EXAMINATION SPECIFICATIONS

- The time allowed is 2 hours plus 10 minutes reading time.
- The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided at the back of the examination paper.
- Students may bring NESA approved calculators for use during the examination.

The paper will consist of two sections.

Section I (10 marks)

- There will be objective-response questions to the value of 10 marks.

Section II (60 marks)

- Questions may contain parts.
- There will be 23 to 28 items.
- **At least one item will be worth 4 or 5 marks**

1 unit for the HSC
Board Developed Course

Prerequisites: Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or 2 courses.

The Year 12 Mathematics Extension 2 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Year 11 Mathematics Extension 1 course and are currently studying the Year 12 Extension 1 course.

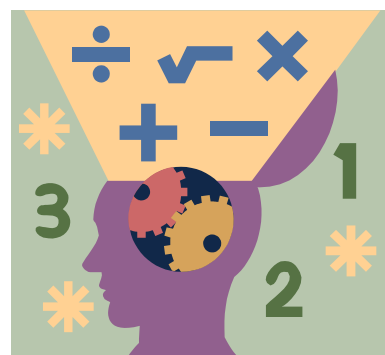
COURSE DESCRIPTION

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

COURSE CONTENT

The Mathematics Extension 2 course is comprised of five topics;

- Proof
- Vectors
- Complex numbers
- Calculus
- Mechanics



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 12		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must be an assignment or investigation-style with a weighting of 15–30%
Understanding, fluency and communication	50	
Problem-solving, reasoning and justification	50	
TOTAL	100%	

MATHEMATICS EXTENSION 2 HSC EXAMINATION SPECIFICATIONS

The specifications will apply to the *Mathematics Extension 2 Stage 6 Syllabus* commencing with the 2020 HSC examination program.

The examination will be based on the Mathematics Extension 2 Year 12 course and will focus on the course objectives and outcomes. The Mathematics Advanced and Mathematics Extension 1 courses will be assumed knowledge for this examination and may be examined.

Candidates will also be required to complete the Mathematics Extension 1 paper in addition to the Mathematics Extension 2 paper.

- This examination will consist of a written paper worth 100 marks.
- The time allowed is 3 hours plus 10 minutes reading time.
- The Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 Reference Sheet will be provided at the back of the examination paper.
- Students may bring NESA approved calculators for use during the examination.

The paper will consist of two sections.

Section I (10 marks)

- There will be objective-response questions to the value of 10 marks.

Section II (90 marks)

- Questions may contain parts.
- There will be 37 to 42 items.
- **At least two items will be worth 4 or 5 marks**

Please note: This subject is only studied in Year 12 and cannot be chosen as a Year 11 subject. In order to study this subject in Year 12 you must have studied Mathematics Extension 1 in Year 11 and concurrently in Year 12.

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

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.

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.



COURSE CONTENT

Year 11

The Year 11 course comprises three sections.

- 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.
- Historical Investigation (20 indicative hours)
- The Shaping of the Modern World (40 indicative hours)
- At least one study from 'The Shaping of the Modern World' is to be undertaken.

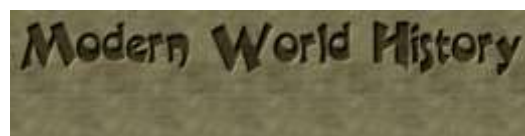
Historical concepts and skills are integrated with the studies undertaken in Year 11.

Year 12

The Year 12 course comprises four sections.

- Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours)
- One 'National Studies' topic (30 indicative hours)
- One 'Peace and Conflict' topic (30 indicative hours)
- One 'Change in the Modern World' topic (30 indicative hours)

Historical concepts and skills are integrated with the studies undertaken in Year 12.



COURSE REQUIREMENTS

Year 11

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.

Year 12

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.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> 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%
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		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30% one task must be an Historical Analysis with a weighting of 20–30%
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		
TOTAL	100%		

MODERN HISTORY 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 Key features and content from the Survey and Focus of study.

Section I – Core: Power and Authority in the Modern World 1919–1946 (25 marks)

- There will be three or four questions.
- This section will require candidates to analyse and interpret sources and apply their own knowledge.
- One question will be worth 10 to 15 marks.
- Candidates will be required to answer all questions.

Section II – National Studies (25 marks)

- There will be one extended-response question for each of the eight topics.
- Each question will have two alternatives.
- Candidates will be required to answer one alternative on the topic they have studied.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).

Section III – Peace and Conflict (25 marks)

- There will be one extended-response question for each of the six topics.
- Each question will have two alternatives.
- Candidates will be required to answer one alternative on the topic they have studied.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words). Assessment and Reporting in Modern History Stage 6, updated September 2017 10 of 13

Section IV – Change in the Modern World (25 marks)

- There will be one question for each of the six topics.
- Questions will contain three or four parts.
- One part will be worth 10 to 15 marks.
- Candidates will be required to answer the question on the topic they have studied.

2 units for each of Year 11 and HSC
Board Developed Course

Prerequisites: Music mandatory course (or equivalent)
Exclusions: Music 2

COURSE DESCRIPTION

In the Year 11 and Year 12 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.

COURSE CONTENT

Students will study three topics in each year of the course.

Topics studied include;

- Music for Small Ensembles;
- Rock Music;
- Music for Multimedia, Radio, Film and TV;
- Popular Music, and
- An Instrument and Its Repertoire
- Music of the 20th and 21st Centuries.



COURSE REQUIREMENTS

Year 12 Course

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

Students with a particular interest in performance can choose four (4) performances for the HSC examination and use a variety of ensemble members to enhance their performance.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> ▪ 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
Performance	25	
Composition	25	
Musicology	25	
Aural	25	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Performance	10	
Composition	10	
Musicology	10	
Aural	25	
Electives	45	
TOTAL	100%	

MUSIC 1 HSC EXAMINATION SPECIFICATIONS

The examination will consist of a written aural skills paper worth 30 marks, a core performance practical examination worth 20 marks and three elective examinations worth 60 marks. The marks for Core Performance and the Electives will be converted to a mark out of 70, giving a total mark out of 100 for the examination.

Written paper – Aural Skills (30 marks)

Time allowed: Approximately 1 hour plus 5 minutes reading time.

- The paper will consist of four short-answer questions.
- Questions may contain parts.
- Questions will relate to musical excerpts reflecting the range of topics offered for study.

Practical Examination – Core Performance (20 marks)

- Candidates will perform one piece on an instrument or voice.
- Maximum performance time will be 5 minutes.

Electives (60 marks)

- Candidates may choose any combination of electives to the value of 60 marks.

Performance (20 marks)

- Candidates will perform one piece on an instrument or voice for each Performance elective.
- Maximum performance time will be 5 minutes.

Composition (20 marks)

- Candidates will compose and submit one original composition for each Composition elective.
- Maximum composition length will be 4 minutes.

Musicology (20 marks)

- Candidates will prepare and present one viva voce for each Musicology elective.
- Length of viva voce will be 10 minutes.

See *Requirements for the practical examination and electives* -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/music-1-syllabus>

Click on File - Assessment and reporting (July 2017) (PDF, 15 pages, 131 KB)

Course costs: \$20.00 per year

(Refund Arrangements on a pro-rata basis)

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

The *Year 11 course* examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

In the *Year 12 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.



COURSE CONTENT

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Component (40%)

Students to study **two** options from:

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

Year 12 Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%)

Students to study **two** options from:

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

COURSE REQUIREMENTS

In addition to core studies, students study **two** options in each of the Year 11 and Year 12 courses.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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
Knowledge and understanding of course content	40		
Skills in critical thinking, research, analysis and communicating	60		
TOTAL	100%		
YEAR 12			

Assessment Components	Weighting	Assessment Requirements
Knowledge and understanding of course content	40	<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Skills in critical thinking, research, analysis and communicating	60	
TOTAL	100%	

PDHPE 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 two sections.

Section I – Core (60 marks)

This section will consist of two parts.

Across this section there will be equal weighting given to each core module.

Part A (20 marks)

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

Part B (40 marks)

- There will be approximately six short-answer questions.
- Questions may contain parts.
- There will be approximately eight items in total.
- At least one item will be worth from 6 to 8 marks.

Section II – Options (40 marks)

- There will be two questions for each of the five options.
- Candidates will be required to answer both questions on the two options they have studied.
- The first question on each option will be worth 8 marks and may contain parts.
- The second question on each option will be an extended response worth 12 marks with an expected length of response of around three and a half pages of an examination writing booklet (approximately 500 words).

2 units for each of Year 11 and Year 12
Board Developed Course

Year 11 Physics is one of the prerequisite courses that will allow study of the Science Extension Course in Year 12. Students may study up to six (6) units of Science in Year 11 and seven (7) units in Year 12.

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

Modules

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

Year 12 Course

Working scientifically skills

Modules

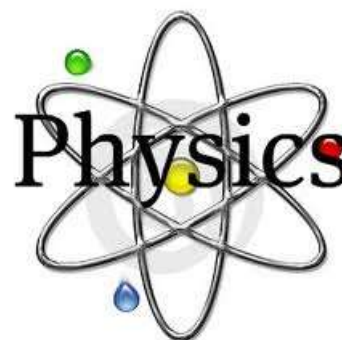
- Module 5 – Advanced Mechanics
- Module 6 – Electromagnetism
- Module 7 – The Nature of Light
- Module 8 – From the Universe to the Atom

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 12 courses and must occupy a minimum of 35 hours of course time each year.



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		
Skills in working scientifically	60	<ul style="list-style-type: none"> ▪ three assessment tasks ▪ the minimum weighting for an individual task is 20% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40% ▪ the depth study task must assess: <ul style="list-style-type: none"> ▪ The Working Scientifically skills outcomes: Questioning and Predicting Communicating <ul style="list-style-type: none"> – a minimum of two additional Working Scientifically skills outcomes – at least one Knowledge and Understanding outcome
Knowledge and understanding of course content	40	
TOTAL	100%	
YEAR 12		

Assessment Components	Weighting	Assessment Requirements
Skills in working scientifically	60	<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30% ▪ one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40% ▪ the depth study task must assess: <ul style="list-style-type: none"> ▪ the Working Scientifically skills outcomes: Questioning and Predicting Communicating <ul style="list-style-type: none"> – a minimum of two additional Working Scientifically skills outcomes – at least one Knowledge and Understanding outcome
Knowledge and understanding of course content	40	
TOTAL	100%	

PHYSICS 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.
- A data sheet, formulae sheet and Periodic Table will be provided.
- NESA approved calculators, a pair of compasses, a protractor and set squares may be used.
- There will be approximately equal weighting given to Modules 5 to 8. Questions relating to Working Scientifically Skills will be integrated throughout the examination.

The paper will consist of two sections.

Section I (20 marks)

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

Section II (80 marks)

- Questions may contain parts.
- There will be 20 to 25 items.
- At least two items will be worth 7 to 9 marks.

1 unit for Year 12
Board Developed Course

Exclusions: Nil

***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.

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.

COURSE CONTENT

Year 12

The Year 12 course consists of four modules.

- **Module 1** The Foundations of Scientific Thinking
- **Module 2** The Scientific Research Proposal
- **Module 3** The Data, Evidence and Decisions
- **Module 4** The Scientific Research Report

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.

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.

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.

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.

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.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 12		<ul style="list-style-type: none"> ▪ the minimum weighting for an individual task is 20% ▪ the maximum weighting for an individual task is 40% ▪ three assessment tasks: <ul style="list-style-type: none"> ▪ task one must assess the skills developed in Section 1 of the Scientific Research Portfolio task two must assess the skills developed in Section 2 of the Scientific Research Portfolio ▪ task three must assess the Scientific Research Report with a weighting of 40% ▪ tasks one and two must not assess individual sections of the Scientific Research Report, in draft or final versions ▪ only one task may be a formal written examination with a maximum weighting of 30%
Communicating scientifically	30	
Gathering, recording, analysing and evaluating data	30	
Application of scientific research skills	40	
TOTAL	100%	

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Nil

COURSE DESCRIPTION

Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them.

The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of interest and relevance to students.

COURSE CONTENT

Year 11 Course

- The Social and Cultural World (30% of course time) – *the interaction between aspects of society and cultures*
- Personal and Social Identity (40% of course time) – *socialisation and coming of age in a variety of social and cultural settings*
- Intercultural Communication (30% of course time) – *how people in different cultures interact and communicate*



Year 12 Course

Core

- The Personal Interest Project (30% of course time) – *an individual research project*
- Social and Cultural Continuity and Change (30% of course time) – *the nature, continuity and change, research and study of a selected country*

Depth Studies (40% of course time)

Two to be chosen from:

- Popular Culture – *the interconnection between individuals and popular culture*
- Belief Systems and Ideologies – *role of belief systems in societies, cultures and personal life*
- Social Inclusion and Exclusion – *the implications for individuals and groups in societies and cultures*
- Social Conformity and Nonconformity – *the formation of, and influence on attitudes and behaviours of groups and their members*

COURSE REQUIREMENTS

Completion of Personal Interest Project.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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
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		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
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		
TOTAL	100%		

SOCIETY AND CULTURE HSC EXAMINATION SPECIFICATIONS

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

The Personal Interest Project (PIP) requires students to apply appropriate social and cultural research methods 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.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>

Click on File - Assessment and reporting (July 2017) (PDF, 18 pages, 150 KB)

2 units for each of Year 11 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 the Board's *ACE Manual*.

Strict eligibility rules apply to the study of this course.

- *Students are learning the language as a second (or additional) language. Students either have no prior spoken or written knowledge or experience of the language, or their experience is derived solely from, or is equivalent to, study of the language for 100 hours or less in Stage 4 or Stage 5.*
- *Students have had no more than 100 hours' study of the language at the secondary level (or the equivalent).*
- *Students have little or no previous knowledge of the language. For exchange students, a significant in-country experience (involving experiences such as homestay and attendance at school) of more than three months renders a student ineligible.*

COURSE DESCRIPTION

In the *Year 11* and *Year 12 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, *the personal world* and *the Spanish-speaking communities*, provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

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.

COURSE CONTENT

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



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> 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
Listening	30	
Reading	30	
Speaking	20	
Writing	20	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30%
Listening	30	
Reading	30	
Speaking	20	
Writing	20	
TOTAL	100%	

LANGUAGES BEGINNERS STAGE 6 HSC EXAMINATION SPECIFICATIONS

Arabic • Chinese • French • German • Indonesian • Italian • Japanese • Korean Modern Greek • Spanish

The examination will consist of a written paper worth 80 marks and an oral examination worth 20 marks.

Written Paper (80 marks)

Time allowed: 2 hours and 30 minutes plus 10 minutes of reading time.

The stimulus texts and the writing tasks will relate to the topics as listed in the syllabus.

Monolingual and/or bilingual print dictionaries may be used.

The paper will consist of three sections.

Section I – Listening (30 marks)

- Candidates will be required to demonstrate their understanding of spoken text.
- There will be approximately 10 questions phrased in English relating to Objective 2 requiring a response in English.
- Each question will be based on an aural text in [Language].
- Each text will be read twice. There will be a pause between the readings and a longer pause after the second reading to allow candidates to answer the question.
- The total time for one reading of all the texts will be approximately 8 minutes.
- The texts will include a range of text types.
- There will be a range of question types such as short-answer questions including those which may require the completion of a table, list or form, and objective response questions.
- Questions may contain parts.
- There will be no more than 13 items in total.
- There will be at least one item worth 5 marks.

Section II – Reading (30 marks)

- Candidates will be required to demonstrate their understanding of written text.
- There will be approximately five questions phrased in English relating to Objective 2 requiring a response in English.
- Each question will be based on a written text in [Language].
- The total length of the texts will be approximately 750 words/800 characters/ 1500 *ji*/1600 *ja*.
- Questions may contain short-answer and objective response parts.
- There will be approximately 12 items in total.
 - There will be at least one item worth 5 marks.

Section III – Writing in [Language] (20 marks)

This section will consist of two parts.

Part A (10 marks)

- There will be two short-answer questions, worth 4 marks and 6 marks, phrased in English requiring a response in [Language] relating to Objective 3.
 - Questions will specify the audience, purpose and context of the response.
 - Questions may include stimulus material in [Language].
- The total expected length of the two responses will be approximately 125 words/ 150 characters /250 *ji*/ 300 *ja* in Spanish

Part B (10 marks)

- There will be two questions relating to Objective 3 phrased in English and [Language] requiring a response in [Language].
- Candidates will be required to answer one question.
- Each question will specify the audience, purpose and context of the response, and will require the same text type.
- The expected length of the response will be approximately 125 words/150 characters/ 250

Oral Examination (20 marks)

Time allowed: approximately 5 minutes.

The oral examination will consist of a conversation between the candidate and the examiner. In the conversation, the candidate will respond to the examiner's questions, which will relate to the prescribed syllabus topics from the perspective of the personal world.

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Studies of Religion I

COURSE DESCRIPTION

Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of beliefs systems and religious traditions on individuals and within societies. It emphasises the development of skills of analysis, independent research, collaboration and effective communication. These skills empower students to become critically reflective learners.



COURSE CONTENT

Year 11 Course

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

Year 12 Course

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

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		
Knowledge and understanding of course content	40	<ul style="list-style-type: none"> ▪ 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
Source-based skills	20	
Investigation and research	20	
Communication of information, ideas and issues in appropriate forms	20	
TOTAL	100%	
YEAR 12		
Knowledge and understanding of course content	40	<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40%
Source-based skills	20	

Assessment Components	Weighting	Assessment Requirements
Investigation and research	20	<ul style="list-style-type: none"> only one task may be a formal written examination with a maximum weighting of 30%
Communication of information, ideas and issues in appropriate forms	20	
TOTAL	100%	

STUDIES OF RELIGION II 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.

Section I (30 marks)

This section will consist of two parts.

Part A: Religion and Belief Systems in Australia post-1945 (15 marks)

- There will be objective response questions to the value of 10 marks.
- There will be one short-answer question to the value of five marks.

Part B: Religion and Non-Religion (15 marks)

- There will be objective response questions to the value of 10 marks.
- There will be one short-answer question to the value of five marks.

Section II: Religious Tradition Depth Study (30 marks)

- There will be five questions, each from a different religious tradition.
- Each question consists of three short-answer parts.
- Candidates will be required to answer two questions on religious traditions they have studied.
- The questions attempted must be from different religious traditions to that attempted in Section III.

Section III: Religious Tradition Depth Study (20 marks)

- There will be five extended response questions, each from a different religious tradition.
- Candidates will be required to answer one question on a religious tradition they have studied.
- The question attempted must be from a different religious tradition to those attempted in Section II.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words). *Assessment and Reporting in Studies of Religion II Stage 6, published July 2017 9 of 12*

Section IV: Religion and Peace (20 marks)

- There will be one extended response question.
- The expected length of response will be around six pages of an examination writing booklet (approximately 800 words).

2 units for each of Year 11 and HSC
Board Developed Course

Exclusions: Fashion and Textiles TVET CEC 43480,
Fashion Design and Technology TVET CEC 41016

COURSE DESCRIPTION

The *Year 11 course* involves the study of design, communication techniques, manufacturing methods, properties and performance of fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences are integrated throughout the content areas and will include two Year 11 textile projects.

The *HSC course* builds upon the Year 11 course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.

COURSE CONTENT

Year 11 Course

- Design (40%)
- Properties and Performance of Textiles (50%)
- The Australian Textiles, Clothing, Footwear and Allied Industries (10%).

Year 12 Course

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



COURSE REQUIREMENTS

In the *Year 11 course* students will undertake two Year 11 textile projects. Year 11 Project 1 is drawn from the area of study Design and focuses on the generation and communication of ideas, design modification, manipulative skills, evaluation of ideas and of the project, and management of time and resources. Year 11 Project 2 is drawn from the area of study of Properties and Performance of Textiles and focuses on an analysis of fabric, yarn and fibre properties, experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and the recording of information.

In the *HSC course*, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries. Students will be required to have two display folders, an A4 notebook, A3 Folio and a sewing kit.

FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components		Weighting	Assessment Requirements
YEAR 11			<ul style="list-style-type: none"> ▪ 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
Knowledge and understanding of course content	50		
Skills and knowledge in the design, manufacture and management of textiles projects	50		
TOTAL	100%		
YEAR 12			<ul style="list-style-type: none"> ▪ a maximum of four assessment tasks ▪ the minimum weighting for an individual task is 10% ▪ the maximum weighting for an individual task is 40% ▪ only one task may be a formal written examination with a maximum weighting of 30%
Knowledge and understanding of course content	50		
Skills and knowledge in the design, manufacture and management of a major textiles project	50		
TOTAL	100%		

TEXTILES AND DESIGN HSC EXAMINATION SPECIFICATIONS

The examination will consist of a written paper worth 50 marks and a Major Textiles Project worth 50 marks.

Written Paper (50 marks)

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

The paper will consist of three sections.

Section I (10 marks)

- There will be objective response questions to the value of 10 marks.

Section II (24 marks)

- 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. Questions will contain parts.

Section III (16 marks)

- 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 marks.
- Candidates will be required to answer both questions.

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.

See *Requirements for the Major Textiles Project*.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies/textiles-and-design-syllabus>

Click on File - Assessment and reporting (July 2017) (PDF, 16 pages, 139 KB)

Course costs: \$30.00 per year (Plus Major Textiles Project Cost)

(Refund Arrangements on a pro-rata basis)

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY

2 units for each of Year 11 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.

COURSE DESCRIPTION

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' in the Year 12 course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The *Year 11 course* is broadly focused, while the *Year 12 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.

COURSE CONTENT

Year 11 Course learning opportunities focus on:

- the nature of practice in artmaking, art criticism and art history through different investigations
- the role and function of artists, artworks, the world and audiences in the artworld
- different ways Visual Arts may be interpreted, encouraging students to 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 of artists and media.

Year 12 Course learning opportunities focus on:

- 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.

COURSE REQUIREMENTS

Students will need to purchase a Visual Arts Diary.

Year 11 Course:

- Artworks in at least two expressive forms and use of a process diary
- a broad investigation of ideas in art making, art criticism and art history.

Year 12 Course:

- development of a body of work and use of a 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.



FORMAL SCHOOL-BASED ASSESSMENT:

Assessment Components	Weighting	Assessment Requirements
YEAR 11		<ul style="list-style-type: none"> 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
Artmaking	50	
Art criticism and art history	50	
TOTAL	100%	
YEAR 12		<ul style="list-style-type: none"> a maximum of four assessment tasks the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40% only one task may be a formal written examination with a maximum weighting of 30%
Artmaking	50	
Art criticism and art history	50	
TOTAL	100%	

VISUAL ARTS HSC EXAMINATION SPECIFICATIONS

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

Written Paper – Art Criticism and Art History (50 marks)

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

The paper will consist of two sections.

Section I (25 marks)

- There will be three short-answer questions.
- Questions from this sections can be worth 5 to 15 marks.

Section II (25 marks)

- There will be six extended response questions, two questions on each of practice, the conceptual framework and frames.
- Candidates ARE required to answer ONE question.
- The expected length of response will be around eight pages of an examination writing booklet (approximately 1000 words).

Body of Work (50 marks)

Candidates will submit a Body of Work which should demonstrate the understanding of artmaking as a practice and represent the candidate's ideas and interests through the interpretation of subject matter and use of expressive forms

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus>

Click on File - Assessment and reporting (July 2017) (PDF, 19 pages, 131 KB)

Course costs: \$50.00 per year

(Refund Arrangements on a pro-rata basis)

HSC COURSE DESCRIPTIONS, 2021 for the 2022 HSC

Vocational Education and Training (VET)

Industry Curriculum Frameworks

Students may study Vocational Education and Training (VET) courses as part of the Higher School Certificate. Liverpool Girls High School offers six industry curriculum frameworks. These courses provide students with the opportunity to gain an Australian Qualifications (AQF) Certificate or Statements of Attainment.

The courses are industry-accredited nationally and accepted by the universities in NSW and the ACT. For students choosing to take an optional HSC examination for 240 hour VET course in the framework, two units of the courses may be included in the calculation of the ATAR.

The courses all involve mandatory assessable work placement.

In addition students may undertake TAFE delivered course (TVET) which are in a separate booklet issued by TAFE and available from the Careers Adviser.

For more information on possible outcomes please visit the NSW Education Standards Authority (NESA) website:

<http://www.educationstandards.nsw.edu.au>

Public Schools NSW Course Descriptions

Business Services
Business Services (240 indicative hours)

Entertainment Industry
Entertainment (240 indicative hours)

Hospitality
Hospitality (240 indicative hours)
Kitchen Operations

Hospitality
Hospitality (240 indicative hours)
Food and Beverage

Information Technology
Information Technology (240 indicative hours)

Retail Services
Retail Services (240 indicative hours)

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Public Schools NSW, Ultimo Registered Training Organisation 90072

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

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



Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

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



Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing any competencies achieved for the VET course undertaken.

Vocational Education – VET COURSES

Vocational Education and Training (VET) **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR)

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

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

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.



2021 BUSINESS SERVICES COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Business Services**
Board Developed Course

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

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

BSB20115 Certificate II in Business
Based on Business Services Training Package Version 5 (BSB v5)

Units of Competency

Core

BSBWHS201 Contribute to health and safety of self and others

Electives

BSBCUS201 Deliver a service to customers
BSBSUS201 Participate in environmentally sustainable work practices
BSBIND201 Work effectively in a business environment
BSBINM201 Process and maintain workplace information
BSBINN201 Contribute to workplace innovation
BSBCMM201 Communicate in the workplace
BSBITU211 Produce digital text documents
BSBITU212 Create and use spread sheets
BSBWOR204 Use business technology

NB Delete two units not being studied from the following prior to printing:

BSBINM202 Handle mail AND
BSBWOR202 Organise and complete daily work activities

OR

BSBITU213 Use digital technologies to communicate remotely AND

BSBITU312 Create electronic presentations

Additional units required to attain a HSC credential in this course

TLIP2029 Prepare and process financial documents
BSBITU307 Develop keyboarding speed and accuracy

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

Recommended Entry Requirements

Students selecting this course should be interested in working in a business environment. They should be able to use a personal digital device including a personal computer or laptop. There will be out of class homework, research activities and assignments.

Examples of occupations in the business services industry:

- administration assistant
- office junior
- information desk assistant
- clerical worker
- receptionist
- data entry operator

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: \$15.00

Refund Arrangements on a pro-rata basis. Please see your VET teacher to enquire about financial assistance if needed.

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

Exclusions - VET course exclusions can be checked on the NESA website at

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

BUSINESS SERVICES

BSB20115 Certificate II in Business

Version 21/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course Category B
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Extension	Yes at another RTO
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ABOUT

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

The course will also assist students to develop higher level skills in the following areas:

- Communication
- Teamwork in a business environment
- Problem solving
- Innovation and enterprise
- Planning and organising (prioritising)
- Deliver customer service



ASSESSMENT

Assessment strategies may include:

- Direct observation of practical work
- Written questioning
- Structured tasks including scenarios and case studies
- Portfolios of evidence collated by students

FURTHER STUDY

- Certificate III Business qualifications
- Certificate IV qualifications, for example:
 - Administration
 - Marketing
 - Human Resources
 - Business Sales
 - Diploma and Degree

CAREER PATHWAYS

Administration Officer, Administrative Assistant, Clerical Officer, Data Entry Operator, Information Desk Clerk, Office Assistant, Receptionist

JOB ROLES

Individuals with this qualification are able to perform roles, such as:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

PERSONAL REQUIREMENTS

- Able to work methodically, accurately and neatly
- Good oral and written communication skills
- Able to work as part of a team
- Neat personal appearance.



DUTIES AND TASKS OF AN ADMINISTRATIVE ASSISTANT

Administrative assistants may perform the following tasks:

- Sort and distribute incoming mail to areas and staff within the organisation and dispatch outgoing mail
- Write business letters, reports or office memos
- Answer telephone enquiries from customers, attend to visitors and assist other staff in the organisation with their enquiries
- Operate a range of office machines such as photocopiers, computers and faxes
- File documents – electronic and hard copy
- Undertake other duties such as banking, credit control or payroll functions

STUDENT OUTCOMES for Certificate II in Business

These are the outcomes of graduates surveyed six months after completing their training for Certificate II in Business.



All statistics are supplied by the [National Centre for Vocational Education Research](http://www.ncre.org.au)

Further reading:

<http://training.gov.au/training/details/BSB20115>

<https://smartandskilled.nsw.gov.au/for-students/job-guides>

<https://sbatinnsw.info/school-based-traineeships>

<https://www.myskills.gov.au/courses/details?Code=BSB20115>



2021 ENTERTAINMENT INDUSTRY COURSE DESCRIPTION

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

Notification of variations will be made in due time.



Education

Course: **Entertainment Industry**
Board Developed Course

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

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

Statement of Attainment towards

CUA30415 Certificate III in Live Production and Services
Based on CUA Creative Arts and Culture Training Package
Version 4.1 (CUA 4.1)

Units of Competency**Core**

CPCCOHS1001A Work safely in the construction industry

CUAIND301 Work effectively in the creative arts industry

CUAWHS302 Apply work health and safety practices

SITXCCS303 Provide service to customers

Electives

CUSSOU301 Undertake live audio operations
CUASTA301 Assist with production operations for live performances

CUALGT301 Operate basic lighting

CUASOU301 Undertake live audio operations

CUAVSS302 Operate vision systems

CUASOU306 Operate sound reinforcement systems

CUASTA202 Assist with bump in and bump out of shows

CUASMT301 Work effectively backstage during performances

BSBCMM201 Communicate in the workplace

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

Additional requirement: Entertainment Industry Specialisation Course

1 HSC unit only

To receive the full qualification CUA30415 Certificate III in Live Production and Services students must be deemed competent in all units from the 4 unit Preliminary and HSC course listed above and the units in the specialisation course outlined below.

Units of Competency

BSBWOR301 Organise personal work priorities and development

CUAPPR304 Participate in collaborative creative projects

CUALGT304

Install and operate follow spots

Recommended Entry Requirements

Students selecting this course should be interested in working on the technical production operations of the Entertainment Industry. The course **is not** about performance and entertaining others. Students will study Audio, Customer Service, Lighting, Safety, Staging, Vision and working in the Entertainment Industry and workplace. Students should be able to lift and carry equipment for a successful bump in and bump out, work safely, follow direct instructions from their teacher/supervisor, work with others and communicate clearly. There will be out of class homework, research activities and cluster based assessments to complete. Students studying this course would benefit further from working on events outside of the school environment and not just within. Some events that students work on could be outside of normal school hours.

Examples of occupations in the entertainment industry

sales/merchandising assistant

front of house assistant

cinema projectionist

technical assistant

box office assistant

lighting technician

props designer

marketing and promotions

sound technician

event assistant

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: \$15.00

Refund Arrangements on a pro-rata basis. Please see your VET teacher to enquire about financial assistance if needed.

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

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

COURSE DETAILS	
Hours	240 hours
Type	Board Developed Course Category B
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes, check with your school if offered
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ABOUT

This qualification is designed to reflect the role of individuals who work in technical production areas, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

This qualification is very flexible and designed to meet a broad range of industry needs. It includes a general option to reflect the need for multi-skilling plus specialised streams for specific job outcomes (e.g. for audio, lighting).

JOB ROLES

Possible job titles include:

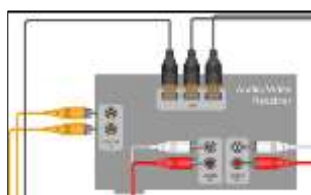
- Assistant lighting technician
- Assistant prop maker
- Assistant set builder
- Assistant sound technician
- Assistant venue technician
- Assistant wardrobe technician
- Booking clerk
- Box office customer service representatives
- follow spot operator
- Fly operator
- Mechanist
- Scenic art assistant



ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



FURTHER STUDY

- Certificate IV in Live Production and Technical Services
- Diploma of Live Production and Technical Services
- Diploma of Live Production Design
- Advanced Diploma of Live Production and Management Services

CAREER PATHWAYS

Audio Engineer, Lighting Operator, AV Design, Venue or Front of House Manager, Director, Producer

PERSONAL REQUIREMENTS

- Good technical ability, a good ear for detail in all areas of sound
- Aptitude for working with computers and audio equipment
- Flexible attitude toward working hours and conditions
- Able to work under pressure.
- Interested in electronic sound and vision production, and recording equipment
- Enjoy communicating information
- Good eyesight and colour vision

DUTIES AND TASKS FOR A GRADUATE OF ENTERTAINMENT

- Audio Assistants help to operate technical equipment to amplify, enhance, record, mix or reproduce sound. They may set up equipment, check batteries and recording equipment and operate simple equipment. An Audio Engineer's assistant may conduct microphone checks, ensure that cables are properly plugged in and would complete other tasks as directed by the Audio Engineer.
- Lighting and Staging Assistants perform a mix of basic lighting and staging duties in venues.
- A Follow Spot Operator operates a specialised stage lighting instrument known as a follow-spot", to physically move a light to follow an actor on stage through the show. A follow-spot can move, change size, beam width, and colour easily by hand.
- Props Assistants help to construct, shift, maintain and assemble props for theatre, television and film, or for arts events.
- Stagehands work backstage or behind the scenes in theatres, film, television, or location performance. Their duties include setting up and operating the scenery, props, rigging, and special effects for a production.
- The fly operator operates the theatrical rigging system, and related devices within a theatre. The rigging apparatus is a system of ropes and pulleys that quickly, quietly and safely hoists components such as curtains, lights, scenery and stage effects
- Attendants work in arts and cultural environments such as galleries, museums, theatres, film and television production companies, providing visitor and guest support services.

STUDENT OUTCOMES for Certificate III in Live Production and Services

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Live Production and Services.



Further reading:

- <https://training.gov.au/Training/Details/CUA30415>
- <https://smartandskilled.nsw.gov.au/for-students/job-guides>
- <https://www.myskills.gov.au/courses/details?Code=CUA30415>



2021 HOSPITALITY FOOD and BEVERAGE COURSE DESCRIPTION

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

Notification of variations will be made in due time.

Course: **Hospitality - Food and Beverage**
Board Developed Course

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

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

SIT20316 Certificate II in Hospitality
Based on SIT Tourism, Travel and Hospitality training package (Release 1.2)

Units of Competency

Core

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show Social and Cultural sensitivity
SITXWHS001	Participate in safe work practices

Electives

SITXCOM001	Source and present information
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITXFSA002	Participate in safe food handling practices
BSBSUS201	Participate in environmentally sustainable work practices
SITHFAB004	Prepare and serve non-alcoholic beverages
SITXFSA001	Use hygienic practices for food safety
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches

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

Recommended Entry Requirements

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

Examples of occupations in the hospitality industry:

- Café attendant
- Barista
- Kitchen hand
- Food and beverage attendant

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: \$165.00

Refund Arrangements on a pro-rata basis. Please see your VET teacher to enquire about financial assistance if needed.

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

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

THIS COURSE WILL ONLY RUN DEPENDING ON SCHOOL STAFFING AVAILABILITY

HOSPITALITY – Food and Beverage

SIT20316 Certificate II in Hospitality

Version 21/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course Category B
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
Specialisation	Yes, check with your school
HSC Exam	Yes
ATAR	Yes
Work Placement	Mandatory 70 hours Opportunity to complete a School Based Traineeship and gain credit towards the HSC
SBAT	
RECOGNITION	National and HSC Qualification

ASSESSMENT

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



FURTHER STUDY

After achieving Certificate II in Hospitality, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, for example:

- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism

DUTIES AND TASKS OF A WAITER

Waiters may perform the following tasks:

- Take restaurant reservations
- Set tables with clean linen or place mats, cutlery, crockery and glasses
- Welcome and seat customers and distribute menus
- Talk to guests about the menu and drinks and recommend combinations
- In some cases promote local produce and attractions to visitors from interstate and overseas
- Take customers' orders and send to kitchen staff or bar attendants
- Serve food and drinks
- Carve meat
- Make up bills and present them to customers
- Handle money or credit cards
- Clear tables and return dishes and cutlery to kitchens.

STUDENT OUTCOMES for Certificate II in Hospitality

These are the outcomes of graduates surveyed six months after completing their training for Certificate II in Hospitality.

All statistics are supplied by the [National Centre for Vocational Education Research](#)

Source: <https://www.myskills.gov.au/courses/details?Code=SIT20316>



Further reading:

- <http://training.gov.au/training/details/SIT20316>
- <https://smartandskilled.nsw.gov.au/for-students/job-guides>
- <http://www.sbatinnsw.info/traineeships.php?trpg=travailable>

ABOUT

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Skills and knowledge will prepare the students in providing effective hospitality service to customers.

JOB ROLES

- Bar attendant
- Bottle shop attendant
- Café attendant
- Catering assistant
- Food and beverage attendant
- Front office assistant
- Gaming attendant
- Porter
- Room attendant.



PERSONAL REQUIREMENTS

- Neat personal appearance
- A high level of personal hygiene
- Good communication skills
- Good memory
- Polite and patient
- Friendly and efficient
- Enjoy working with people
- Able to work as part of a team
- Able to handle money
- Able to cope with the physical demands of the job

CAREER PATHWAYS

Bar Attendant, Bottle Shop Attendant, Café Attendant, Catering Assistant, Front Office Assistant, Porter, Gaming Attendant, Food And Beverage Attendant, Room Attendant.





2021 RETAIL SERVICES COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Retail Services**
Board Developed Course

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

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

SIR30216 Certificate III in Retail

Based on SIR Retail Services Training Package Release 4.0

Units of Competency

Core

SIRXCEG001	Engage the customer
SIRXCEG002	Assist with customer difficulties
SIRXCEG003	Build customer relationships and loyalty
SIRXCOM002	Work effectively in a team
SIRXIND001	Work effectively in a service environment
SIRXRSK001	Identify and respond to security risks
SIRXSLS001	Sell to retail customer
SIRXWHS002	Contribute to workplace health and safety

Electives

SIRXIND002	Organise and maintain the store environment
SIRRINV002	Control stock
SIRRMER001	Produce visual merchandise displays
SIRXPDK001	Advise on products and services
SIRRINV001	Receive and handle retail stock

Additional for HSC requirements

SIRXSLS002	Follow point of sale procedures
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Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.

Recommended Entry Requirements

Students selecting this course should be interested in working in the retail service industry. They should be able to lift and carry stock items, have the ability to work as a member of a team, and have good communication skills. There will be out of class homework, research activities and assignments.

Example of occupations in the Retail Industry

- buyer
- customer service assistant
- stock controller
- sales person
- visual merchandise
- merchandise

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Costs: \$ 15.00

Refund Arrangements on a pro-rata basis. Please see your VET teacher to enquire about financial assistance if needed.

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

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

RETAIL SERVICES

SIR30216 Certificate III in Retail

Version 21/1

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course Category B
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
HSC Exam	Yes
ATAR	Yes
Work placement	Mandatory 70 hours
SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

ASSESSMENT

- Assessment strategies may include:
- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests



CAREER PATHWAYS

Sales Assistant
Retail Office Assistant
Sales Administrator
Retail Store Manager
Customer Service Representative

DUTIES AND TASKS OF A SALES ASSISTANT

Sales assistants may perform the following tasks:

- Advise customers on the location, selection, price, delivery, use and care of goods available from the store, with the aim of encouraging them to buy and to return to buy in the future
- Operate cash registers and accept payment, or prepare finance arrangements (invoices and contracts, for example)
- Take special orders for items not currently in stock, or not normally stocked, and notify customers when the items have arrived
- Package goods for customers and arrange delivery
- price, stack and display items for sale and keep the store tidy and attractive
- Be aware of health, safety and welfare issues and practices
- Participate in stocktaking (counting and describing the goods in stock)
- Arrange for the repair of damaged goods or advise on necessary repairs
- Order items.



STUDENT OUTCOMES for Certificate III in Retail Services

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Retail Services

All statistics are supplied by the [National Centre for Vocational Education Research](http://www.nvq.gov.au)



Source: <https://www.myskills.gov.au/courses/details?Code=SIR30216>

Further reading:

<http://training.gov.au/training/details/SIR30216>

<https://smartandskilled.nsw.gov.au/for-students/job-guides>

<http://www.sbatinnsw.info/traineeships.php?trpg=travailable>

ABOUT

With this qualification the student is able to perform roles such as:

- Providing product and service advice in a retail store
- Selling products and services in a variety of retail settings
- Operating a checkout area
- Preparing and selling fast food items
- Checking stock, rotate and replenish retail shelves
- Organising and maintaining work areas, merchandising and building displays

JOB ROLES

- Individuals with this qualification are able to perform roles, such as:
- provide product and service advice in a retail store
- sell products and services in a variety of retail settings
- work as a checkout operator
- check stock and replenish shelves
- organise and maintain work areas and displays.

PERSONAL REQUIREMENTS

- Enjoy working with people
- A helpful, courteous manner
- Neat personal appearance
- Good communication skills
- Able to deal accurately with money
- Motivation and drive
- No skin disorders if working with food
- Good problem-solving skills
- Willing to work as part of a team.



Content Endorsed Courses for the 2022 HSC

NON-ATAR COURSES

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

Content Endorsed Courses have syllabuses endorsed by the NSW Education Standards Authority to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

Schools may also develop special courses in order to meet student needs. These courses must be approved by the NSW Education Standards Authority.

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

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

Board Endorsed Courses may be studied as 1 or 2 units and as Year 11 and/or Year 12 courses.

Content Endorsed Course (not counted towards ATAR)
Ceramics 2 Unit – 120 hours

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.

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

Contemporary applications of ceramics are constantly expanding. New industrial and high technology uses are being found and artists and designers are exploring new expressive forms. Ceramics provides challenging work opportunities for students in such areas as studio and industrial ceramics, ceramic research, engineering and product design.

This course enables students to develop an understanding of ceramic processes and practices, and the ways in which these can be used in making a range of products. Students develop a critical appreciation of the aesthetic, expressive and utilitarian qualities of ceramic forms in contemporary and past societies, and knowledge of the diverse applications of ceramics in contemporary society and ways of valuing the skills involved in making well-crafted forms. They also develop skills to give form to their ideas and feelings in ceramic products.

Main Topics Covered

Modules include:

- Handbuilding
- Throwing
- Sculptural Forms
- Kilns
- Glaze Technology
- Casting
- Surface Treatment
- Mixed Media.



The Introduction to Ceramics (Core) and Occupational Health and Safety modules are mandatory. The additional module Ceramics Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more area of ceramics.

Particular Course Requirements

Students are required to keep a diary throughout the course.

Course costs: \$50.00 per unit / per year
(Refund Arrangements on a pro-rata basis)



Content Endorsed Course (not counted towards ATAR)
Exploring Early Childhood 2 Unit – 120 hours

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.

Our society is increasingly recognising children's experiences in the early childhood years as the foundation for future growth, development and learning. Exploring Early Childhood, Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through a provision of safe, nurturing and challenging environments.

The study of this course will enable students to;

- develop an awareness and understanding of growth, development and learning of young children and the importance of the early 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 of 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 the 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.



Main Areas Covered

Core Studies are compulsory. There are three parts:

CORE A	Pregnancy and Childbirth (15 hours)
CORE B	Child Growth and Development (20 hours)
CORE C	Promoting Positive Behaviour (10 Hhours)

Optional Modules

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ Learning Experiences of Young Children ▪ Play and the Developing Child ▪ Starting School ▪ Gender and Young Children ▪ Children and Change ▪ Children of Aboriginal and Torres Strait Islander Communities ▪ Historical and Cultural Contexts of Childhood | <ul style="list-style-type: none"> ▪ The Children's Services Industry ▪ Young Children and Media ▪ Young Children and the Law ▪ Children's Literature ▪ Food and Nutrition ▪ Child Health and Safety ▪ Young Children with Special Needs |
|--|---|

Evidence of Learning (Assessment)

There are no external examinations of students in Content Endorsed courses. The assessment components, weightings and task requirements will include;

Component	Weighting
Knowledge and understanding	50%
Skills	50%

COURSE DESCRIPTION

The Year 11 Course provides students with an understanding of how history has been transmitted over time and the study of the impact of key individuals, cities and developments in the transmission of history. Students will be required to produce a portfolio of historical texts about an aspect of the past they have researched.

The HSC Course is structured to allow students to examine: how film has been used to transmit history and to study the development of technology and ideas that have impacted on civilization. Students will be required to produce a group film project on an individual of historical importance.

COURSE CONTENT

Year 11 Course

- **Core module 1:** Revealing the Past
- **Core module 2:** History Makers from the Middle Ages to the Renaissance
- **Core module 3:** Rise of Cities
- **Core module 4:** Portfolio of Historical Matters

Year 12 Course

- **Core module 1:** Historical Films: Fact and Fiction
- **Core module 2:** Thematic Study
- **Core module 3:** Ideas that Changed the World
- **Core module 4:** Making History: Personality Study



COURSE REQUIREMENTS

Year 11 Course

The Year 11 Course has a core and three modules with options, which can cater to the needs of a range of students. Both the core and modules are 30 hours each - a total of 120 hours.

Year 12 Course

The Year 12 Course has four modules, with options. Each module is 30 hours - a total of 120 hours.

No overlap or duplication from the HSC Modern or Ancient History courses is permitted.

Through the course, students will develop:

- Knowledge about people, places, events and features of the past
- Causes of change and continuity
- Historical method
- Communication skills

Content Endorsed Course (not counted towards ATAR)

Photography, Video and Digital Imaging 2 Unit – 120 hours

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.

Photography, Video and Digital Imaging offers students the opportunity to explore contemporary artistic practices that make use of Photography, Video and Digital Imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of Photography and/or Video and/or Digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Main Topics Covered

- Wet Photography
- Video
- Digital Imaging.

Modules include:

- Introduction to the Field
- Developing a Point of View
- Traditions, Conventions, Styles and Genres
- Manipulated Forms
- The Arranged Image
- Temporal Accounts.



An Occupational Health and Safety Module is mandatory. The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

Photography, Video and Digital Imaging is a complimentary subject to practical aspects of Visual Arts.

Particular Course Requirements

Students will need to purchase a Visual Arts Diary.

**Course costs: \$20.00 per unit / per year
(Refund Arrangements on a pro-rata basis)**



Content Endorsed Course (not counted towards ATAR)
Visual Design 2 Unit – 120 hours

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.

This course provides students with opportunities to explore the links between Art and Design by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture.

Through the critical and historical study of designed images and objects students are able to analyse and make informed judgements about the designed works that surround them – works which reflect and construct the image they have of themselves, others and their world.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic design, wearable design, product design, and interior/exterior design, invite different interpretations and explanations. Students will develop knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment which is relevant to the professional design industry. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design.

Visual Design is a complimentary subject to practical aspects of Visual Arts.

Main Topics Covered

Modules may be selected in any of the four broad fields of:

- graphic design
- wearable design
- product design
- interior/exterior design.



The additional module Individual/Collaborative Project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields. The Occupational Health and Safety Module is mandatory in any course.

Particular Course Requirements

Students will need to purchase a Visual Arts Diary.

Course costs: \$20.00 per unit / per year
(Refund Arrangements on a pro-rata basis)



Content Endorsed Course (not counted towards ATAR)
Sport Lifestyle and Recreation 2 Unit – 120 hours

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

Students with a keen interest in physical activity and sport will be well suited to this course. It is a practical based subject and students will be required to actively participate. It is expected that students will be fully attired in PE uniform.

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

This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Through the course students will develop:

- 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
- a capacity to influence the participation and performance of self and others.

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:

- Aquatics
- Athletics
- First Aid
- Fitness
- Specific Sports
- Gymnastics
- Outdoor Recreation
- Sports Administration
- Coaching
- Social Perspectives of Sport
- Healthy Lifestyle
- Resistance training
- Individual games and sports applications



Content Endorsed Course
(not counted towards ATAR)
Work Studies 2 Units – 120 Hours

Exclusions: Nil

*There is **no external examination** for Board Endorsed Courses - Content Endorsed Courses. Assessment is school based.*

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work, the traditional patterns of work organisation and how individuals engage in work. The successful transition of students from school to the workforce and further education and training is essential for individuals and for society. Individuals will need to be flexible and responsive to change along their career pathway. Opportunities for workers to change jobs, develop new skills and to obtain new experiences will be part of the future world of work.

The Work Studies CEC syllabus is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment. Integral to the Work Studies syllabus is a focus on the development of essential workplace skills. They are central to the core module and each of the elective modules. Students have an opportunity to practise these skills in appropriate work contexts.

This course in Work Studies will assist students:

- to recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- to develop an understanding of the changing nature of work organisation and the implications for individuals and society
- to undertake an extended work placement to allow for the development of specific job-related skills
- to acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- to develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

Main Topics Covered

Core - My Working Life

Modules - There are 11 elective modules which explore issues about work and work-related skills. Modules are studied for 15 to 30 hours.

- In the Workplace
- Preparing Job Applications
- Workplace Communication
- Teamwork and Enterprise Skills
- Managing Work and Life Commitments
- Personal Finance
- Workplace Issues
- Self-Employment
- Team Enterprise Project
- Experiencing Work
- School-Developed Module



Course costs: NIL

ALTERNATIVE PATHWAYS TO HIGHER EDUCATION

If you are considering university studies but think that you won't qualify for entry, there are a range of support programs and different pathways available to you.

University entry has historically been achievable by successful completion of Year 12 and gaining an ATAR score at the minimum level or above for a particular course. While this pathway continues to be an effective one for many, it is not the only way to access further education at university.

You may have:

- not studied the prerequisite subjects for your chosen course
- not achieved an adequate ATAR score for entry
- left education early and want to return to studies
- not studied for a long time (e.g. due to family duties) and want to return to studies.

New alternative entry points have recently been developed and are available to assist a broader field of applicants such as you to access university level education. Most universities within Australia are developing and offering a range of 'alternative entry pathways'.

EIGHT ALTERNATIVE ENTRY POINTS TO HIGHER EDUCATION

Enabling courses

Enabling courses can be used to develop entry level skills for university studies. These courses can provide foundational skills for successful university careers.

Enabling courses are often offered over one semester and are administered in smaller, highly supported groups that help you to acclimatise to the university environment and develop skills in academic studying and writing. Successful completion will often guarantee entry to your course of choice, including credit for one unit.

Enabling outreach courses

Some larger universities are now offering outreach services, similar to the enabling courses above, but with more assisted learning and smaller groups. You may be interested in these courses if you want to enter tertiary education using a highly supported entry point. Some universities work with community organisations and job search agencies to deliver the courses in more accessible locations.

Bridging courses

Similar to enabling courses, bridging courses give you an opportunity to further develop skills in prerequisite areas (e.g. science) before you enter your chosen course of study.

Special Tertiary Admissions Test

If you are 'mature age' (in many states, over 19 in the year of application) there are further options. You can sit a Special Tertiary Admissions Test, which is usually done in one day and which includes a general intelligence element and an essay. You will get a score that can be used instead of an ATAR in applying for a university course.

Vocational education and training (VET) and TAFE pathways

Many universities and TAFEs have an agreed pathway arrangement where you can start a course at Certificate III or IV, continue to diploma level and transition into a specified university level course.

For many learners, this is a preferable process, as it offers short-term goals, an opportunity to re-enter study for a shorter period and an opportunity to gain confidence, while building skills and benefiting from clear progress points along the way. Sometimes a university will give credit for work (usually at diploma/advanced diploma) level and advanced standing into your course of choice, reducing your overall time in study.

Credit for recognised learning (CRL)

CRL is another approach if you have previous study or work experience (paid or voluntary), and can demonstrate certain skills in an area. Each institution has its own preferred method of applying CRL and should be contacted directly.

Portfolio entry

Whether you are a school leaver or mature entry candidate, portfolio entry allows you to apply for a place using a combination of WACE courses, vocational education course results, training, endorsed programs, an introductory letter, resume and letters of support.

VET in schools

Some students' learning styles are better supported in the Vocational Education and Training (VET) system. VET programs offered through your school may help you gain entry to your chosen field of study. For example, you may choose a VET course in Certificate III Health Services. After years 11–12, that could be followed by a Certificate IV in Preparation for Nursing, then a Diploma of Nursing. That could then create a pathway to university and there may be an opportunity to apply credits to a nursing course.

Ready to start learning?

If you are interested in any of the above options, it is important to talk to someone who can help you. Contact your local TAFE, Registered Training Organisation or university directly, ask your school course counsellor, or discuss your needs with a professional career practitioner, who can assist you to identify your best pathway to success.

My Thinking and Planning Page:

My Needs / My Future

-
-
-
-

Subjects / Courses I am interested in:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

My Selections:

1. English _____ Course
2. _____
3. _____
4. _____
5. _____
6. _____

Back-up Subjects / Courses

1. _____
2. _____