YEAR 10 2019 into YEAR 11 2020 - COURSE SELECTION SCHEDULE

Terms 2/3
Career Information distributed in Year 10 Careers lessons with Mrs Purseauhose. EHS website and Parent Portal.

4th July 2019
Parent Information Evening  7:15 PM
(Week 10, Term 2)
Web subject selections open Friday 5th July. Students will be emailed a log on address and Webcode to access the subject selection choices online.

2nd August 2019
Subject choices are to be printed off and signed by parent and returned to Mr Mallon by Friday 2nd August 2019
(Week 2 Term 3)

19th August 2019
Student interviews and confirmation of subject choices. Weeks 5 & 6.

COURSE SELECTION INFORMATION

Instructions: You must choose a minimum of 7 courses (3 reserves). Each course listed (excluding extension courses) is worth 2 units. If you wish to choose the English and/or Mathematics Extension courses you MUST negotiate with the Head Teacher and choose them in addition to your other 8 courses.

Not all subjects are guaranteed; they will only run if sufficient students choose them. For this reason, you have been asked to select 8 courses in priority order, the 6 courses that best fit your pattern of study and course availability will be allocated. Students who are having trouble getting their desired courses will be interviewed by Mr Mallon.
The HSC – an introduction

Welcome to the important and challenging task of choosing your Higher School Certificate (HSC) pattern of study.

The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals. These courses will usually be linked to further education and training. Extension courses will enable suitable students to undertake more in-depth study in areas of special interest. Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.

It is important to choose carefully, as your choice of courses will help determine your future options.

This handbook has been developed to tell you about the organization of the Higher School Certificate. It gives you information on the courses available at Erina High School and where they would lead you. A copy is available on the school website, and in the Parent and Student Portal.

The detail provided for each course ensures that you understand the commitment that is required to complete each course successfully.

When you are selecting your pattern of courses there are several factors to be considered:

• You should have a realistic appreciation of your own abilities, talents and interests.

• Your performance in Year 10 should be used as a guide to the academic and practical skills you possess.

• Your future aims and career interests will have considerable influence on the choice you will make. A broad education is an asset to any person and you should feel encouraged to undertake courses, which you find enjoyable and stimulating. Choose a pathway, which you can successfully complete for entry to TAFE, or University, or a career, which involves a combination of work and further learning such as Apprenticeships or Traineeships.

This is your introduction to the HSC and the many options now available.

More information is contained in the following NESA publications or NESA website:

Studying for the New South Wales Higher School Certificate

Mrs K Nicol
Principal
**What Types of Course can I select?**

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

**NESA Developed Courses (BEC)**
These courses are developed by the NESA. There is a syllabus for each course which contains the course objectives, structure, content, course requirements, outcomes and assessment. **These courses are examined externally at the end of the HSC course** and can count towards the calculation of the ATAR.

**Content Endorsed Courses (CEC)**
These have syllabuses endorsed by the NESA to cater for areas of special interest not covered in the NESA Developed Courses. **There is no external examination for Content Endorsed Courses** but they do count towards the Higher School Certificate and appear on your Record of Achievement. Content Endorsed Courses do not count in the calculation of the ATAR.

**Vocational Education and Training Courses (VET)**
Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. **These courses each have a specific workplace component and a minimum number of hours students spend in the workplace.** Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers. Two units of VET courses can be used to count towards an ATAR but these students must sit the final external exam.
**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 unit.

Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

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

**EXTENSION COURSE**
Extension study is available in a number of subjects
Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit.
Requirements for the award of the HSC

If you wish to be awarded the HSC:

- You must have satisfactorily completed courses that meet the pattern of study required by the NESA for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment tasks for each course.

- You must have sat for and made a serious attempt at the Higher School Certificate examinations.

- You must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:
  - at least 6 units from NESA Developed Courses including at least 2 units of a Board Developed Course in English
  - at least three courses of 2 units value or greater
  - at least four subjects

At most 6 units of courses in Science can contribute to Higher School Certificate eligibility.

Requirements for access to an ATAR

To be eligible for ATAR a student must complete at least ten units of NESA Developed Courses including at least two units of English. The NESA Developed Courses must include at least three courses of two units or greater, and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of NESA Developed Courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that no more than two units of VET courses be included.

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

Maintaining eligibility for both the award of HSC and the ATAR is the students’ responsibility.
The school will provide a checklist for this process.
Requirements for the award of the HSC (continued)

To achieve your HSC you must study:
- At least 6 NESA developed units
- **English** is compulsory for all students
- To obtain an ATAR you must study at least 12 NESA Developed Units
- (only 2 units of VET and you must do the HSC exam in your VET subject)

NESA Developed Units - select 8 courses
- English Advanced
- English Standard
- English Studies (can be ATAR eligible)

** ONLY 1 ENGLISH COURSE TO BE SELECTED **
- Ancient History
- Biology
- Business Studies
- Chemistry
- Community & Family Studies
- Drama
- Earth & Environmental Science
- Engineering Studies
- Food Technology
- Geography
- Industrial Technology – Multimedia (exclusion Industrial Technology Timber)
- Industrial Technology – Timber (exclusion Industrial Technology MultiMedia)
- Information Processes and Technology
- Investigating Science
- Japanese
- Legal Studies
- Mathematics (Advanced)
- Mathematics (General)
- Mathematics Extension
- Modern History
- Music Course 1
- PDHPE
- Physics
- Society & Culture
- Sport Leisure and Recreation
- Studies of Religion II
- Textiles and Design
- Visual Arts
- Work Studies
- Construction (VET) Category B -2 unit
- Hospitality (VET) Category B
- Retail (VET) Category B – 2 unit
# Understanding HSC options – The HSC in plain English

<table>
<thead>
<tr>
<th><strong>General education HSC</strong></th>
<th>HSC courses are school based and without Specific vocational (work related) content.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VET HSC</strong> <em>(Vocational Education &amp; Framework)</em></td>
<td>HSC courses that are skills based and relevant to future study and employment. They allow students to gain both HSC qualification and Aust. Qualifications</td>
</tr>
<tr>
<td><strong>Preliminary course</strong></td>
<td>An introductory 12 Units of study usually completed in Year 11.</td>
</tr>
<tr>
<td><strong>HSC course</strong></td>
<td>10 Units of study (generally undertaken in Year 12) which must be completed (after finishing appropriate preliminary units) to be eligible for the HSC award.</td>
</tr>
<tr>
<td><strong>Distance Education</strong></td>
<td>Study undertaken at home by multimedia mode.</td>
</tr>
<tr>
<td><strong>Accumulate</strong></td>
<td>HSC courses can be built over a maximum 5-year period to meet HSC pattern-of-study requirements.</td>
</tr>
<tr>
<td><strong>Accelerate</strong></td>
<td>Talented students can complete one or more HSC courses in advance of their Year group.</td>
</tr>
<tr>
<td><strong>ATAR/Non ATAR options</strong></td>
<td>HSC candidates can choose from a range of courses. Some contribute towards the calculation of an Australian Tertiary Admission Rank (used by Universities to select prospective students), others are not recognised for this purpose and so do not count towards an ATAR.</td>
</tr>
<tr>
<td><strong>In School Part-Time provider (TAFE or private) Traineeships</strong></td>
<td>Vocational courses for senior students offered by a which count towards an HSC award &amp; a traineeship</td>
</tr>
<tr>
<td><strong>Dual accredited vocational courses</strong></td>
<td>Vocational (work related) HSC courses offered in schools and accredited by the Board of Studies, Industry and employers</td>
</tr>
<tr>
<td><strong>TAFE Delivered Courses</strong></td>
<td>Vocational (work related) courses for senior school students offered by TAFE NSW which counts towards an HSC award.</td>
</tr>
<tr>
<td><strong>Recognition of Prior Learning</strong></td>
<td>Credit towards an exemption from a related subject/course maybe awarded by an educational institution or training provider to eligible students. E.g. TAFE</td>
</tr>
<tr>
<td><strong>AQF</strong></td>
<td>A framework defining all qualifications recognised in post-compulsory education in Australia.</td>
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<tr>
<td><strong>Extension Courses</strong></td>
<td>Build on the content of the corresponding 2 unit course. An extension course builds on the content of the 2 unit course and requires students to work beyond the standard of the 2 unit course. Where there is a second HSC extension course, the extension 2 course requires students to work beyond the standard of the extension 1 course</td>
</tr>
<tr>
<td><strong>Industry Curriculum groups Framework</strong></td>
<td>An industry curriculum framework describes the range and of units of competency that have been endorsed by the Board for inclusion in the Higher School Certificate as specific VET subjects and/or courses.</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>A subject is the general name given to an era of study that may have several different courses (e.g. within the subject English the courses will include English Standard, English Advanced, English Life Skills, etc.).</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>A course is a branch of study within a subject; there can be more than one level of study within a course</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td>A unit denotes the indicative time allocated to a course; One unit = 60 hours. Most courses are 2 units = 120 hours.</td>
</tr>
<tr>
<td><strong>Pattern of Study</strong></td>
<td>Pattern of Study refers to the arrangement of courses and their unit value, which must be successfully completed for the award of the Higher School Certificate.</td>
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<tr>
<td><strong>Syllabus</strong></td>
<td>A syllabus is the document for each course, which describes what students are expected to learn in terms of aims, objectives, outcomes, content and assessment requirements.</td>
</tr>
<tr>
<td><strong>NESA</strong></td>
<td>New South Wales Education Standards Authority. Replaced the Board of Studies</td>
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</tbody>
</table>
NESA Developed Courses

You must study a minimum of 6 units from this section including at least 2 units of either:

- English Advanced
- English Standard,
  or
- English Studies

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology, Dance, Agriculture, Software Design and Development and Society and Culture. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.

- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry Framework.

- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course but not both.

- You may not include any more than 6 units of the following Science courses: Biology, Chemistry, Earth & Environmental Science, Physics and Senior Science in meeting the 12 Preliminary or 10 HSC units. The course Investigating Science may not be taken as a Preliminary course with any of the above Science courses.
## SUBJECTS AT EHS WITH COURSE FEES – 2020

<table>
<thead>
<tr>
<th>YEAR</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<td>General School Contribution</td>
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<td>Child Studies</td>
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<td>Community and Family Studies</td>
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<td>Construction VET – 2 Unit</td>
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<td>Hospitality</td>
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<td>Hospitality Kit (mandatory fee for use of kit)</td>
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<tr>
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<td>Industrial Technology/Metal</td>
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<td>Music</td>
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<td>PASS – Physical Activity &amp; Sport Studies</td>
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<td>Photography &amp; Digital Media</td>
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<td>Physics 2 Unit</td>
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<tr>
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<tr>
<td>Technology – Industrial Arts</td>
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<td>Textiles &amp; Design</td>
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<td>$40</td>
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<td>Textiles Technology</td>
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<td>Visual Arts</td>
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</tbody>
</table>

- Visual Arts – Year 12 - cost of major work is additional to the $35 fee
- IT Multimedia Years 9 – 12 students are required to supply an 8GB or more USB memory stick
- P&C Levy of **$40** per family (eldest child invoiced)
- Marine Studies – students purchase their own fish, fees cover food, test kits etc.
Course: Ancient History

2 units for each of Preliminary and HSC
NESA Developed Course

Course Description:
The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world including historical sites, people, societies, events and developments.

Course Structure:

The course comprises three sections. Students are required to study all three sections of the course. Studies undertaken in the Year 11 course should be selected from a range of societies.

The Year 11 course is 120 hours

<table>
<thead>
<tr>
<th>Ancient History</th>
<th>Indicative hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating Ancient History</td>
<td></td>
</tr>
<tr>
<td>- The Nature of Ancient History</td>
<td></td>
</tr>
<tr>
<td>- Case Studies</td>
<td></td>
</tr>
<tr>
<td>Each case study should be a minimum of 10 indicative hours</td>
<td>60</td>
</tr>
<tr>
<td>Features of Ancient Societies</td>
<td>40</td>
</tr>
<tr>
<td>Historical Investigation</td>
<td>20</td>
</tr>
</tbody>
</table>

The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

Course Structure:
The course comprises four sections. Students are required to study all four sections.

The Year 12 HSC course is 120 hours

<table>
<thead>
<tr>
<th>Ancient History</th>
<th>Indicative hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Study: Cities of Vesuvius – Pompeii and Herculaneum</td>
<td>30</td>
</tr>
<tr>
<td>Ancient Societies</td>
<td>30</td>
</tr>
<tr>
<td>Personalities in their Times</td>
<td>30</td>
</tr>
<tr>
<td>Historical Periods</td>
<td>30</td>
</tr>
</tbody>
</table>

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

- Egypt
- Near East
- China
- Greece
- Rome

The core study, “cities of Vesuvius – Pompeii and Herculaneum’, is a Roman study.
Topics in the Year 12 consist of two sections - Survey (a maximum of 3 hours) and Focus of study (a minimum of 27 hours).
Course: Biology

2 units each for Year 11 and Year 12
NESA Developed Course

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

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

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Topics Covered:
Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours) Depth study – 15 hours in-built into the course time
- Module 1 – Cells as a basis of life
- Module 2 – Organisation of living Things
- Module 3 – Biological Diversity
- Module 4 – Ecosystem Dynamics

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours) Depth Study – 15 hours in-built into the course time
- Module 5 - Heredity
- Module 6 - Genetic Change
- Module – 7 Infectious Disease
- Module 8 - Non-Infectious Disease and Disorders

Course requirements:
The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

One fieldwork exercise must be completed in Year 11

Assessment
Internal Assessment Weighting
Knowledge and understanding First-hand investigations 40
Scientific thinking, problem-solving and communication 30

100
Course: Business Studies

2 units for each of Preliminary and HSC
NESA Developed Course Exclusions: Nil

Course Description:
Business activity is a feature of everyone’s life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.

Main topics Covered:

Preliminary Course
- Nature of Business (20%) – the role and nature of business
- Business management (40%) – the nature and responsibilities of management
- Business Planning (40%) – establishing and planning a small to medium enterprise

HSC Course
- Operations (25%) – strategies for effective operations management
- Marketing (25%) – development and implementation of successful marketing strategies
- Finance (25%) – financial information in the planning and management of business
- Human resources (25%) – human resource management and business performance

Particular Course Requirements:
In the Preliminary course there is a research project, investigating the operation of a small business or planning the establishment of a small business.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination, including:</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Section 1 Objective response questions 20</td>
<td>Stimulus based skills</td>
<td>20</td>
</tr>
<tr>
<td>Section 2 Short-answer questions 40</td>
<td>Inquiry and research</td>
<td>20</td>
</tr>
<tr>
<td>Section 3 Extended response in the form Of a Business Report 20</td>
<td>Communication of business information, ideas and issues</td>
<td>20</td>
</tr>
<tr>
<td>Section 4 Extended response question 20</td>
<td>in appropriate forms</td>
<td>20</td>
</tr>
</tbody>
</table>

100 100
Course: Chemistry

2 units each for Year 11 and Year 12
NESA Developed Course

Course Description:
The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.
Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.
The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Topics Covered:
Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)
Depth study – 15 hours in-built into the course time
  • 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 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)
Depth Study – 15 hours in-built into the course time
  • Module 5 – Equilibrium and Acid Reaction
  • Module 6 – Acid Base Reactions
  • Module – 7 Organic Chemistry
  • Module 8 – Applying Chemical ideas

Particular Course Requirements:
The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules.
Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies.
Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.
A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
At least one depth study must be included in both Year 11 and Year 12.

Assessment:
Internal Assessment

| Knowledge and understanding | 40 |
| First-hand investigations    | 30 |
| Scientific thinking, problem-solving and communication | 30 |

100
Course: Community and Family Studies

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:
Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students’ general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Main Topics Covered:

Preliminary Course
Resource Management (approximately 20% of course time)
Individuals and Groups (approximately 40% of course time)
Families and Communities (approximately 40% of course time)

HSC Course
Research Methodology (approximately 25% of course time)
Groups in Context (approximately 25% of course time).
Parenting and Caring (approximately 25% of course time).

HSC Option Modules (Schools select one of the following, approximately 25% of course time).
Family and Societal Interactions
Social Impact of Technology
Individuals and Work

Course Requirements:
As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management and should reflect a student’s own interest within the above content areas.

Assessment: HSC course only

External Examination

A three hour written examination:

Section I
Part A - multiple choice
Part B – short answer questions

Section II - Options
Candidates will be required to answer one of three multi-part questions, in the form of short answer combined with extended response (choosing only the option they have studied):
- Families and Societal Interactions
- Social Impact of Technology
- Individuals and Work

Internal Assessment

Weighting
Core
Research Methodology; Groups in Context 75
Parenting and Caring
Options
Families and Societal Interactions
Social Impact of Technology
Individuals and Work 25

Weighting
100
100
Course: Drama

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

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

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

HSC Course content
Australian Drama and Theatre and Studies in Drama and Theatre involves 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 of between 3 and 6 students, involves creating a piece of original theatre (8 to 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.

Main Topics Covered:

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

HSC Course
• Australian Drama and Theatre
• Studies in Drama and Theatre
• Group Performance
• Individual Project

Particular Course Requirements:
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the Group performance, a published topic list is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing Individual Project Design or Critical Analysis should base their work on one of the texts listed in the published text list. This list changes every three to six years. Students must ensure that they do not choose a text or topic they are studying in Drama in the written component or in any other HSC course when choosing Individual Projects.

Assessment HSC course only:

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>30</td>
<td>Australian Drama and Theatre Studies in Drama and Theatre Development of Individual Project</td>
<td>100</td>
</tr>
<tr>
<td>Individual Project</td>
<td>30</td>
<td>Drama and Theatre Development of Group Performance</td>
<td>100</td>
</tr>
</tbody>
</table>

A one and a half hour Written Examination comprising two compulsory sections:
• Australian Drama and Theatre
• Studies in Drama and Theatre

100
Course: Earth and Environmental Science

2 units each for Year 11 and Year 12

NESA Developed Course

Course Description:
The Year 11 course investigates compositional layers of the Earth, the origins of minerals, tectonic movements and energy transformations that occur and includes the study of human impact on the Earth’s resources and its surface. The Year 12 course investigates how the processes of plate tectonics, the formation of water and the introduction of life interact with the atmosphere, hydrosphere, lithosphere and climate. Investigation of hazards, the mitigation of their effects and resource management are also considered which leads to an understanding of the need to centralise the theme of sustainability for the long-term welfare of our planet and all forms of life dependent upon it.

Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)
Depth study – 15 hours in-built into the course time
  • Module 1 – Earth’s Resources
  • Module 2 – Plate Tectonics
  • Module 3 – Energy Transformation
  • Module 4 – Human Impacts

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)
Depth Study – 15 hours in-built into the course time
  • Module 5 – Earth’s Processes
  • Module 6 – Hazards
  • Module 7 – Climate Science
  • Module 8 – Resource Management

Particular Course Requirements:
The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.
  • A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
  • At least one depth study must be included in both Year 11 and Year 12.

Assessment:

Internal Assessment

| Knowledge and understanding | 40 |
| First-hand investigations    | 30 |
| Scientific thinking, problem-solving and communication | 30 |

100
Course: Engineering Studies

2 Units for each of the Preliminary and HSC
NESA developed Course Exclusions: Nil

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

Main Topics Covered

Preliminary Course:
Students undertake the study of 4 compulsory modules:
• Three application modules based on engineering concepts and impacts through the study of engineering products. Engineering concepts and impacts are studied in each of the following categories: engineering fundamentals, engineering products and braking systems
• One focus module relating to the field of Biomedical engineering.

HSC Course:
Students undertake the study of 4 compulsory modules:
• Two application modules relating to the fields of Civil structures and Personal and public transport
• Two focus modules relating to the fields of Aeronautical Engineering and Telecommunications Engineering.

Particular Course requirements:

HSC Course:
Students are required to produce one engineering report from either of the two engineering application modules, and one from either of the two engineering focus modules. One engineering report from the Preliminary course and one engineering report from the HSC course must be the result of collaborative work, reflecting the importance of teamwork for successful engineering projects.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Mark</th>
<th>Internal Assessment Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I 20 Objective response questions</td>
<td>20</td>
<td>Knowledge and understanding of course content</td>
<td>60%</td>
</tr>
<tr>
<td>Section II There will be approximately seven short answer</td>
<td>80</td>
<td>Knowledge and skills in research, problem solving and communication</td>
<td>40%</td>
</tr>
<tr>
<td>answer questions Questions will contain parts</td>
<td></td>
<td>related to engineering practice</td>
<td></td>
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<tr>
<td>There will be approximately 25 items in total</td>
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<td></td>
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<tr>
<td>At least 2 items will be worth from 6 to 8 marks</td>
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</tbody>
</table>

100          100%

The Year 12 formal school-based assessment program is to reflect the following requirements:
• A maximum of four assessment tasks
• The minimum weighting for an individual task is 10%
• The maximum weighting for an individual task is 40%
• Only one task may be a formal written examination with a maximum weighting of 30%
• One task must include an engineering report with a minimum weighting of 20%.
Course: English Advanced

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: English Standard; English Studies

Course Description:

- In the **Preliminary English (Advanced) course** students explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways in which texts reflect different attitudes and values.
- In the **HSC English (Advanced) course** students analyse and evaluate texts and the ways they are valued in their contexts.

Main Topics Covered:

**Preliminary Course:** The course has two sections
- Content common to the Standard and Advanced courses is undertaken through a unit of work called Reading to Write. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake the intensive and close reading of quality texts from a variety of modes and media.
- Electives in which students explore, examine and analyse texts and analyse aspects of shaping meaning and the ways in which texts and contexts shape and are shaped by different attitudes and values. The Electives comprise 80% of the Content.

**HSC Course:** The course has two sections:
- The HSC Common Content consists of one common module to the HSC Standard, English Studies and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
- Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C.

Particular Course Requirements:

**Preliminary English (Advanced) course** requires:
- Study of Australian and other texts
- Exploration of a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
- Integration of the modes: reading, writing, listening, speaking, and viewing and representing as appropriate
- Engagement in the integrated study of language and text

**HSC English (Advanced) course** requires:
- The close study of four types of prescribed text, one drawn from each of the following categories: Shakespearian drama; prose fiction; poetry OR drama. The remaining text maybe film, media or nonfiction text OR maybe selected from one of the categories above
- A wide range of additional related texts and textual forms.

Assessment: HSC Course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination paper consisting of</td>
<td></td>
<td>Area of Study</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td>(Common course content)</td>
<td></td>
</tr>
<tr>
<td>Paper 1 (2 hours) Areas of Study (Common course content)</td>
<td>40</td>
<td>Module A</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module B</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Module C</td>
<td>20</td>
</tr>
<tr>
<td>Paper 2 (2 Hours) Module A Module B Module C</td>
<td>60</td>
<td>Assessment across the language modes:</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>Listening</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td>Speaking Reading Writing</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>Viewing &amp; representing</td>
<td>15</td>
</tr>
</tbody>
</table>

100
Course: English Standard

2 units for each of Preliminary and HSC

Exclusions: English (Advanced); English (Extension)

Course Description:
In the Preliminary English (Standard) course students explore the ways events, experiences, ideas and processes are represented in and through texts.
In the HSC English (Standard) course students reflect on and demonstrate the effectiveness of texts for different audiences and purposes.

Main Topics Covered:
Preliminary Course
The course has two sections:
• Content common to the Standard and Advanced courses is undertaken through a unit of work called Reading to Write: Transition to Senior English. Students explore texts and develop skills in synthesis. The common content comprises 40% of the course Content. Students undertake at least one Area of Study.
• Electives in which students explore and examine texts and analyse aspects of meaning. Students are required to study ONE complex multimodal or digital text in Module A and ONE substantial literary print in Module B. The Electives comprise 80% of the Content.

HSC Course: The course has two sections:
• The HSC Common Content consists of one common module to the HSC Standard, English Studies and the Advanced courses where students analyse and explore texts and apply skills in synthesis.
• Modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, and ways in which texts are valued. Students are required to choose one elective from each of three modules A, B or C.

Particular Course Requirements:
In the Preliminary English (Standard) course students are required to:
• study Australian and other texts
• explore a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
• undertake wide reading programs involving texts and textual forms composed in and for a wide variety of contexts
• integrate the modes of reading, writing, listening, speaking, viewing and representing as appropriate
• engage in the integrated study of language and text

HSC English (Standard) course requires:
• the close study of at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry OR drama, nonfiction OR film, OR media
• a wide range of additional related texts and textual forms.

Assessment: HSC Course only

External Assessment
A written examination paper

Paper 1 (1.5 hours) (Common course content)

Paper 2 (2 Hours) Module A Module B Module C

language modes: Listening Speaking Reading Writing
Viewing & representing

Weighting
Area of Study (Common course content)
Module A
Module B
Module C

40
20
20

100
15
15
25
30
15

100

100
**Course: English Studies**

2 units for each of Preliminary and HSC  

Content Developed Course

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

**Course Description:**

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

**Particular Course Requirements:**

The course contributes to the required Preliminary pattern of study of 12 units and HSC pattern of study of at least 10 units. It contributes to each of the specific pattern requirements including:

- at least six units from NESA Developed Courses
- at least two units of a NESA Developed Course in English
- at least three courses of two units value or greater (either NESA Developed or NESA Endorsed Courses)
- at least four subjects.

Students who wish to obtain an **ATAR**:

- English Studies is a Category B subject.
- For students who wish to obtain an ATAR, only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation.
- Therefore, English Studies students who wish to gain ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

**Assessment:**

External Assessment Weighting – Due to recent changes to the course, further guidelines and advice on assessment will be update on NESA’s advice.

A written examination paper consisting of:

- One 2.5 hour paper: Common course content- Section I and II
- Elective Content: Section III and IV
- Selected Modules
Courses: Preliminary English Extension / HSC English Extension 1 / HSC English Extension 2

NOTE: Extension English (1 and 2) is an invitation course. Students will be invited by the English Faculty to attempt this course. Students not invited but wanting to attempt this course will have an interview with the Head Teacher and will be required to submit an essay on an unknown topic to demonstrate the ability to complete this difficult and demanding course. Demonstrated ability through interview and completion of the essay will lead to inclusion.

1 unit of study for each of Preliminary and HSC

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

Course Description:
- In the Preliminary English (Extension) course students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant.
- In the HSC English (Extension) course 1, students explore ideas of value and consider how cultural values and systems of valuation arise.
- In the HSC English (Extension) Course 2, students develop a sustained composition and document their reflection on this process.

Main Topics Covered: Preliminary Extension Course
The course has one mandatory section, Module: Texts, Culture and Value. This incorporates a related independent research project.

HSC Extension Course 1
The course has one section. Students must complete one elective chosen from one of the three modules offered for study: Module A: Genre; Module B: Texts and Ways of Thinking; Module C: Language and Values. HSC Extension Course 2
The course requires students to complete a Major Work

Particular Course Requirements:
Preliminary English (Extension) course requires students to examine a key text from the past and its manifestations in one or more popular cultures. Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media.

The HSC English (Extension) course 1 requires the study of prescribed texts (as outlined in the support document, HSC English 2001 and 2002 Electives and Prescribed Texts).

The HSC English (Extension) course 2 requires completion of a Major Work proposal, a statement of reflection and the Major Work for submission.

Assessment: HSC Extension Course 1

<table>
<thead>
<tr>
<th>Assessment: HSC Extension Course 1</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>External Assessment</td>
<td></td>
<td>Module A, B or C</td>
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<tr>
<td>A written examination of 2 hours</td>
<td>50</td>
<td>50</td>
<td>50</td>
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<tr>
<td>duration</td>
<td></td>
<td>Assessment across the language modes:</td>
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<tr>
<td></td>
<td></td>
<td>Speaking and listening</td>
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<td></td>
<td></td>
<td>Reading and writing</td>
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<td></td>
<td></td>
<td>Viewing and representing</td>
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</tbody>
</table>

Assessment: HSC Extension Course 2

<table>
<thead>
<tr>
<th>Assessment: HSC Extension Course 2</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Assessment</td>
<td></td>
<td>Proposal : Presentation of proposal for Major 10</td>
<td></td>
</tr>
<tr>
<td>Submission of Major work including a</td>
<td>50</td>
<td>work Viva</td>
<td></td>
</tr>
<tr>
<td>1000 – 1500 word (maximum) reflection</td>
<td></td>
<td>Voce : Interview and discussion/exploration of the work in progress</td>
<td></td>
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<tr>
<td>statement</td>
<td></td>
<td>Report : The impact of independent investigation on the development of the</td>
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<td>50</td>
<td>20</td>
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23
Course: Food Technology

2 units for each of Preliminary and HSC

NESA Developed Course

Course Description:

The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

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.

Main Topics Covered:

Preliminary Course

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

HSC Course

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

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. It is a mandatory requirement that students undertake practical activities.

Assessment: HSC course only:

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination</td>
<td>100</td>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge and skills in designing, researching, analyzing and evaluating</td>
<td>30</td>
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<td></td>
<td></td>
<td>Skills in experimenting with and preparing food by applying theoretical concepts</td>
<td>30</td>
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100 100
Course: Geography

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Nil

Course Description:

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

- The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers’ contribution to understanding our environment and demonstrates the relevance of geographical study.

Main Topics Covered:

Preliminary Course
- Biophysical studies: 45% of course time
- Global Challenges: 45% of course time
- Senior Geography Project: 10% of course time

HSC Course
- Ecosystems at Risk: 33% of course time
- Urban Places: 33% of course time
- People and Economic Activity: 33% of course time

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

Particular Course Requirements:

Students complete a Senior Geography Project (SGP) in the Preliminary course and must undertake 10 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit geographic reports.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written examination</td>
<td>100</td>
<td>Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>Multiple-choice Short answers</td>
<td>20</td>
<td>Geographical research</td>
<td>20</td>
</tr>
<tr>
<td>Extended responses</td>
<td>40</td>
<td>Interpretation and synthesis of geographical stimulus</td>
<td>30</td>
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<td></td>
<td>40</td>
<td>Geographical writing</td>
<td>40</td>
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<td>100</td>
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</tbody>
</table>
Course: Industrial Technology

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses

Course Description:
Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

- Timber Products and Furniture Technologies
- Multimedia Technologies

Main Topics Covered:

Preliminary Course
The following sections are taught in relation to the relevant focus area:

- Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%)  
- Design – elements and principles, types of design, quality, influences affecting design (10%)  
- Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer based technologies (20%)  
- Production – display a range of skills through the construction of a number of projects (40%)  
- Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%)

HSC Course
The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry:

- Industry Study (15%)  
- Major Project (60%)  
- Design, Management and Communication  
- Production  
- Industry Related Manufacturing Technology (25%)

Particular Course Requirements:
In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry.
In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A one and a half hour written examination</td>
<td>40</td>
<td>Industry Study</td>
<td>15</td>
</tr>
<tr>
<td>Major Project and related management folio</td>
<td>60</td>
<td>Designing, management, communication and production</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ind. related manufacturing tech.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

A fee of $70 in Preliminary year and $65 in the HSC Timber and $35 Preliminary and HSC Multimedia

- This fee covers the cost of materials supplied
- The student is required to supply their own materials for their major HSC project
Course: Information Processes and Technology

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Nil

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

Main topics covered:

Preliminary Course:
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(s) (20%)
- Understanding the Problem
- Making Decisions
- Designing Solutions
- Project Management
- Social and Ethical Design
- Implementing
- Testing, Evaluating and Maintaining

Information Systems and Databases (20%)
- Information systems
- Examples of Database Information Systems
- Organisation Methods
- 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
- 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.

Assessment: HSC course only

External Assessment Weighting
A three hour written examination 100

Internal Assessment Weighting
- Project(s) 100
- Information Systems
- Communication Systems
- Option Strand (two of the following)
  - Transaction processing
  - Decision support systems
  - Automated manufacturing Systems
  - Multimedia systems
Course: Investigating Science

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

Course Description:

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

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

Main Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)
Depth study – 15 hours in-built into the course time
- 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 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)
Depth Study – 15 hours in-built into the course time
- Module 5 – Scientific investigations
- Module 6 – Technologies
- Module 7 – Fact of Fallacy?
- Module 8 – Science and Society

Particular Course Requirements:

The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12. At least one depth study must be included in both Year 11 and Year 12.

Assessment:

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td>First-hand investigations</td>
<td>30</td>
</tr>
<tr>
<td>Scientific thinking, problem-solving and communication</td>
<td>30</td>
</tr>
</tbody>
</table>

100
Course: Japanese Beginners

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Japanese Continuers; Japanese Background Speakers.
Other eligibility rules apply to the study of this subject. Check with your teacher or the NESA’s ACE Manual.

Course Description:
In the Preliminary course, students will develop their knowledge and understanding of Japanese. During this course, students must acquire some knowledge of the Japanese language as a system through the seven themes suggested in the syllabus by integrated use of the four skills: listening, speaking, reading and writing.

In the HSC course, students will continue to develop their knowledge and understanding of Japanese through the four skills: listening, speaking, reading and writing. All themes listed in the syllabus must be studied for the HSC. Themes previously studied in the Preliminary course will be studied in greater depth.

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

Particular Course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Examination</td>
<td>20</td>
<td>Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Written examination</td>
<td>30</td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td>Section I – Listening Short-answer and objective response questions</td>
<td>30</td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td>Section II – Reading Questions containing short-answer and/or objective response parts</td>
<td>30</td>
<td>Listening</td>
<td>30</td>
</tr>
<tr>
<td>Section III – Writing in Japanese</td>
<td></td>
<td>Objective 1: Interacting Objective</td>
<td></td>
</tr>
<tr>
<td>Part A</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td>30</td>
</tr>
<tr>
<td>Two short-answer questions</td>
<td>10</td>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Part B</td>
<td></td>
<td>Objective 1: Interacting Objective</td>
<td></td>
</tr>
<tr>
<td>Candidates answer one extended response question</td>
<td>10</td>
<td>Objective 3: Producing Texts</td>
<td>20</td>
</tr>
</tbody>
</table>

100
Course: Legal Studies

2 units for each of Preliminary and HSC
NESA Developed Course

Course Description:
The Preliminary course develops student’s knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems and the specific nature of the Australian constitution, the interrelationship between law, justice and society and the changing nature of law, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

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

Main topics covered:

Preliminary Course
- The legal System 40% of course time
- The Individual and the Law 30% of course time
- The Law in Practice 30% of course time
  - Groups or individuals suffering disadvantage
  - Individuals or groups in conflict with the state
  - Events that highlight legal issues
  - Criminal or civil cases that raise issues of interest to the student

HSC Course
- Crime 30% of course time
- Human Rights 20% of course time
- Additional Focus Studies 50% of course time

Two Focus Studies are chosen from: Consumers, Family, Global Environment Protection, Indigenous Peoples, Shelter, Workplace, and World Order.

Key themes incorporated across all topics: Justice, Law & Society, Culture, Values and Ethics, Conflict and Cooperation, Continuity and Change, Legal Processes and Institutions, Effectiveness of the Legal System.

Particular Course Requirements:

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written examination:</td>
<td></td>
<td>Core and focus studies assessed through tests,</td>
</tr>
<tr>
<td>Core (Crime and Human Rights)</td>
<td>50</td>
<td>Investigation and research,</td>
</tr>
<tr>
<td>Focus Studies (Options)</td>
<td>50</td>
<td>Oral and written communication</td>
</tr>
</tbody>
</table>

100

100
Course: Mathematics (Advanced)

2 Units for each of Preliminary and HSC NESA Developed Course

Prerequisites: This course assumes that students have satisfactorily completed the outcomes for Mathematics at Stage 5.3 (the Advanced course). Students should have demonstrated high academic achievement and possess significant knowledge and skills in Algebraic Techniques and Co-ordinate Geometry.

Course Description: The course 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 is an academic course and is 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.

Main Topics Covered:

**Preliminary Course**
- Basic arithmetic and algebra
- Functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

**HSC Course**
- Coordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
- Series and series applications

External Assessment

A single written examination paper of three hours duration, consisting of ten multiple choice (10 marks) questions and 6 questions (15 marks each).

Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course.

That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course.

Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Internal Assessment

The objectives of the course are grouped into two components. **Concepts, skills and techniques** – 50%. This is recalling mathematical terminology and concepts, identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution and applying appropriate techniques to solve routine problems. **Reasoning and communication** – 50%. This is interpreting information from theoretical and practical contexts, explaining terminology, concepts, techniques for solutions, interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems, evaluating methods of solution and recognising limitations to the validity of solutions.

A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.

Once the assessment of the HSC has commenced, some Preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the Preliminary course.
2 units Preliminary (NESA Developed Course)
2 units HSC (Content Endorsed Course)

**Prerequisites:**
The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the *Mathematics Years 7 – 10 Syllabus (2002)* up to, and including, the content and outcomes of Stage 5.1.

**Exclusions:**
Students may **not** study any other Stage 6 Preliminary Mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics General 1 course.

**Course Description:**
The Preliminary Mathematics General course and the HSC Mathematics General 1 (Content Endorsed course) 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 Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC mathematics General 1 course content is written in the same five Strands and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC mathematics General 2 pathway. The Preliminary Mathematics General/HSC Mathematics General 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.

**Main Topics Covered:**

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Financial Mathematics</td>
<td>Strand Financial Mathematics</td>
</tr>
<tr>
<td>Strand Data and Statistics</td>
<td>Strand Data and Statistics</td>
</tr>
<tr>
<td>Strand Measurement</td>
<td>Strand Measurement</td>
</tr>
<tr>
<td>Strand Probability</td>
<td>Strand Probability</td>
</tr>
<tr>
<td>Strand Algebraic and Modelling</td>
<td>Strand Algebra and Modelling</td>
</tr>
<tr>
<td>Focus Study Mathematics and Communication</td>
<td>Focus Study Mathematics and Design</td>
</tr>
<tr>
<td>Focus Study Mathematics and Driving</td>
<td>Focus Study Mathematics and Household Finance</td>
</tr>
<tr>
<td>Focus Study Mathematics and the Human Body</td>
<td>Focus Study Mathematics and the Human Body</td>
</tr>
<tr>
<td>Focus Study Mathematics and Personal Resource Usage</td>
<td>Focus Study Mathematics and Personal Resource Usage</td>
</tr>
</tbody>
</table>

**External Assessment**

No External HSC Examination

**Internal Assessment**

Note: As for other Content Endorsed Courses, the HSC Mathematics General 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 General 1 course cannot be counted in the 10 units required for the calculation of an ATAR.
Course: Preliminary Mathematics General 1  
Course: HSC Mathematics General 2

2 units Preliminary (NESA Developed Course)  
2 units HSC (NESA Developed Course)

Prerequisites:
The Preliminary Mathematics General course has been constructed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Years 7 – 10 Syllabus (2002) up to, and including, the content and outcomes of Stage 5.1. For students who intend to study the HSC Mathematics General 2 course, it is recommended that they study at least some of the Stage 5.2 content of the Mathematics Years 7-10 Syllabus (2002), particularly the Patterns and Algebra topics and Trigonometry, if not all of the content.

Exclusions:
Students may not study any other Stage 6 Preliminary Mathematics course in conjunction with the Preliminary Mathematics General course, or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics General 2 course

Course Description:
The Preliminary Mathematics General course and the HSC Mathematics General 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 Preliminary Mathematics General course content is written in five Strands and two Focus Studies. The HSC mathematics General 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands.

The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC mathematics General 1 pathway. The Preliminary Mathematics General/HSC Mathematics General 2 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 life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences.

Main Topics Covered:

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Financial Mathematics</td>
<td>Strand Financial Mathematics</td>
</tr>
<tr>
<td>Strand Data and Statistics</td>
<td>Strand Data and Statistics</td>
</tr>
<tr>
<td>Strand Measurement</td>
<td>Strand Measurement</td>
</tr>
<tr>
<td>Strand Probability</td>
<td>Strand Probability</td>
</tr>
<tr>
<td>Strand Algebraic and Modelling</td>
<td>Strand Algebra and Modelling</td>
</tr>
<tr>
<td>Focus Study Mathematics and Communication</td>
<td>Focus Study Mathematics and Health</td>
</tr>
<tr>
<td>Focus Study Mathematics and Driving</td>
<td>Focus Study Mathematics and Resources</td>
</tr>
</tbody>
</table>

External Assessment
The examination will consist of a written examination paper of two and a half hours duration containing two sections with a total value of 100 marks (Section I – 25 marks - objective response questions & Section II – 75 marks of short response questions). The examination will be based mainly on the HSC Mathematics General 2 course and will focus on the course objectives and HSC outcomes. The Preliminary Mathematics General course (including the Focus Studies) will be assumed knowledge for this examination.

Internal Assessment
The objectives of the course are grouped into two components. Component A – 50% - Concepts, skills & techniques – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - Reasoning and Communication – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems. A number of tasks will be used to make up the overall assessment.
Course: Mathematics Extension 1
1 additional unit to the Mathematics course
NESA Developed Course

Prerequisites: The course is constructed on the assumption that students have achieved all the outcomes for Mathematics at Stage 5.3 (the Advanced course) and completed some of the recommended option topics. (Circle Geometry, Curve Sketching and Polynomials, Functions and Logarithms) at the end of Year 10

Course Description: The content of this course, which includes the whole of the Mathematics 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 who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. 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.

Main Topics Covered:

Preliminary Course
- Other inequalities
- Further geometry
- Further trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric representation
- Permutations and combinations
- Polynomials
- Harder applications of the Preliminary Mathematics course topics

HSC Course
- Methods of integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- \( \frac{dN}{dt} = k(N - P) \)
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC Mathematics topics

External Assessment
Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematical course. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of ten multiple choice questions and 4 questions of 15 marks each.

No more than the equivalent of two questions will be based on the Preliminary course. Questions from the Preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the Preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the Preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the Preliminary course.

Internal Assessment
The objectives of the course are grouped into two components. Component A – 50% - Concepts, skills & techniques – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - Reasoning and Communication – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components. School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than Term 4 of Year 11).
Course: Mathematics Extension 2

1 unit additional to the Mathematics Extension 1 course, for the HSC NESA Developed Course studied in (Year 12).

Prerequisites: The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject during the Preliminary 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.

Main Topics Covered:
The course content includes the entire Mathematics course, the entire Mathematics Extension 1 course and, in addition, contains:

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder applications of Mathematics Extension 1 Topics

External Assessment

Two written examination papers. One paper is identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper is based on the Mathematics Extension 2 course and is of three hours duration.

Board-approved calculators, geometrical instruments and approved geometrical templates may be used.

Internal Assessment

The objectives of the course are grouped into two components. Component A – 50% - Concepts, skills & techniques – this is recalling mathematical terminology and concepts, identifying the nature & solving maths problems from practical contexts and applying appropriate techniques to solve routine problems. Component B – 50% - Reasoning and Communication – this is interpreting information from practical contexts, explaining terminology, concepts, techniques for solution, interpreting and using mathematical models, and constructing mathematical arguments to solve familiar and unfamiliar problems. A number of tasks will be used to determine a student’s school-based assessment and any one task may contribute to measuring attainment of both components.
Course: Modern History

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Nil

Course Description:
The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.

Course Structure:

Preliminary Course

<table>
<thead>
<tr>
<th>Year 11 course (120 hours)</th>
<th>Modern History</th>
<th>Indicative hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating Modern History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Nature of Modern History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each case study should be a minimum of 10 indicative hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical Investigation</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The Shaping of the Modern World</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

HSC Course

<table>
<thead>
<tr>
<th>Year 12 course (120 hours)</th>
<th>Modern History</th>
<th>Indicative hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Study: Power and Authority in the Modern World 1919–1946</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>National Studies</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Peace and Conflict</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Change in the Modern World</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Particular Course Requirements:
The Preliminary course is a prerequisite for the HSC course.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three hour written exam</td>
<td>100</td>
<td>Range of tasks</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Music

2 units for each of Preliminary and HSC NESA Developed Course

Prerequisites: Music mandatory course (or equivalent)

Exclusions: Music 2

Course Description:
In the Preliminary and HSC courses, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Main Topics Covered:
Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.

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

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Performance (one piece)</td>
<td>10</td>
<td>Core Performance Core</td>
<td>10</td>
</tr>
<tr>
<td>A 45 minute – one-hour aural exam</td>
<td>30</td>
<td>Composition Core Musicology</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core Aural</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Electives:
Three electives from any combination of:
Performance (one piece)
Composition (one submitted composition)
Musicology (one viva voce)

- Elective 1
- Elective 2
- Elective 3

<table>
<thead>
<tr>
<th>Elective 1</th>
<th>Elective 2</th>
<th>Elective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Electives: 25
Course: Personal Development, Health and Physical Education

2 units for each of Preliminary and HSC NESA Developed Course

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

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

Main Topics
Covered: Preliminary Course Core Topics (60%)
- Better Health for Individuals
- The Body in Motion

Optional Components (40%) - 20% of course time each option
Students (with class negotiation) to select two options each from:
- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC Course
Core Topics (60%)
- Health Priorities in Australia
- Factors Affecting Performance

Optional Component (40%) - 20% of course time each option
Students (with class negotiation) to select two options each from:
- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

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

Possible Career paths that PDHPE would assist in: Doctor, Nurse, Physio, Masseuse, Ambulance Officer, Chiropractor, Sports Trainer, Personal Trainer, Health Promotion Officer and many more.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A three-hour written paper</td>
<td>100</td>
<td>Core</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Options</td>
<td>40%</td>
</tr>
</tbody>
</table>

| 100                            |           | 100                 |           |
Course: Physics

2 units each for Year 11 and Year 12

NESA Developed Course

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

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

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

Main Topics Covered:

Year 11 Course 120 hours Module 1&2 (60 hours) Module 3&4 (60 hours)
Depth study – 15 hours in-built into the course time

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

Year 12 Course 120 hours Module 5&6 (60 hours) Module 7&8 (60 hours)
Depth Study – 15 hours in-built into the course time

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

Particular Course Requirements:
The Year 11 course is made of 120 indicative hours including a 15 hours depth studies from one or more of the modules. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: undertaking laboratory experiments, including the use of appropriate digital technologies fieldwork. Secondary-sourced investigations include: locating and accessing a wide range of secondary data and/or information using and re-organising secondary data and/or information.

- A minimum of 15 hours of in-class time is allocated in both Year 11 and Year 12.
- At least one depth study must be included in both Year 11 and Year 12.

Assessment:

Internal Assessment  Weighting

- Knowledge and understanding 40
- First-hand investigations 30
- Scientific thinking, problem-solving and communication 30

100
Course: Society and Culture

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions: Nil

Course Description:
Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behaviour. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to students.

Main topics Covered:

Preliminary Course

- The Social and Cultural World 20% - the interactions between persons and groups within societies
- Personal and Social Identity 40% – socialisation and the development of personal and social identity in a variety of social and cultural settings
- Intercultural Communication 40% – how people in different social, cultural and environmental settings behave, communicate and perceive the world around them

HSC Course

- Social and Cultural Continuity and Change 30% - the nature of social continuity and change as well as application of research methods and social theory to a particular country
- The Personal Interest Project 30% - an individual research project

Depth Studies: 40% Two to be chosen from:

- Popular Culture – the interaction between popular culture (music, sport, film etc) and the individual
- Belief Systems and Ideologies – the relationship between belief systems and ideologies to culture and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusions as well as implications for individuals and groups in society
- Social Conformity and Non-Conformity – the nature of social conformity and non-conformity and its influences on the formation of people’s attitudes and behaviours

Particular course Requirements: PIP

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A two hour written examination</td>
<td>60</td>
<td>Oral</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>Application of methodological skills</td>
<td>20</td>
</tr>
<tr>
<td>Personal Interest Project</td>
<td>Secondary research</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tests/exams</td>
<td>40</td>
<td></td>
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<tr>
<td></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Course: Sport, Lifestyle and Recreation

2 Units for each of Preliminary and HSC
NESA Content Endorsed Course (NON-ATAR)

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

Course Description
Students will learn about the importance of a healthy 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.

Main Topics Covered

The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:
Year 11:
- Aquatics
- Fitness
- Games and Sports Applications
- Coaching and Skill Acquisition
Year 12:
- Resistance Training
- Games and Sports Applications
- First Aid and Sports Injuries
- Healthy Lifestyle

Assessment: School Based only. There is no external HSC exam for this subject.

Preliminary Course
Knowledge & Understanding 50%
Practical Investigation 50%

HSC Course
Knowledge and Understanding 50%
Practical Investigation 50%
Course: Studies of Religion II

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Nil

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

Main topics Covered:

Preliminary Course

- Nature of Religion and Beliefs – including Australian Aboriginal beliefs and spiritualties, as a distinctive response to human search for meaning in life
- Three Religious Traditions from: Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins, Principle Beliefs, Sacred texts and writings, Core ethical teachings and Personal devotion/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, Taosim, an Indigenous religion from outside Australia
- Religion in Australia pre-1945 – The arrival, establishment and development of religious traditions in Australia prior to 1945.

HSC Course

- Religion and Belief Systems in Australia post-1945
  - Religious expression in Australia’s multi-cultural and multi-faith society since 1945, including an appreciation of Aboriginal spiritualties 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.

Particular course Requirements: Nil

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination</td>
<td>100</td>
<td>Knowledge and understanding</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source based skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigation and research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Course: Textiles & Design

2 units for each of Preliminary and HSC
NESA Developed Course

Exclusions: Nil

Course Description:
This course provides students with the opportunity to learn about design including fabric colouration, historical design, cultural design factors and contemporary designers. Students learn about fibres, yarns, fabrics, innovations and emerging textile technologies, environmental sustainability, current issues and the Australian Textile Industry. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting documentation.

Main Topics Covered:

Preliminary Course
• Design (40%)
• Properties and Performance of Textiles (50%)
• The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%)

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

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

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A written examination of one and a half hours</td>
<td>50</td>
<td>Textile, Clothing, Footwear and Allied Industries</td>
<td>10</td>
</tr>
<tr>
<td>Major Textile Project</td>
<td>50</td>
<td>Properties and Performance</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using</td>
<td>50</td>
</tr>
</tbody>
</table>

 100

 100
Course: Visual Arts

2 units for each of Preliminary and HSC

NESA Developed Course

Exclusions between Content Endorsed Courses and the NESA Developed Visual Arts course:
- Ceramics – Visual Arts HSC Ceramics Body of Work
- Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work
- Photography – Visual Arts HSC Body of Work containing photography
- Visual Design – Products developed cannot be used as a Body of Work in Visual Arts

Course Description:
Visual Arts involves students in the practices of art making, art criticism and art history. Students develop their own artworks culminating in a ‘body of work’ in the HSC course that reflects students’ knowledge and understanding about the practice and which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.
The Preliminary course is broad, while the HSC course provides for deeper, increasingly more independent investigations.

To attempt this course it would be an advantage and recommended by staff to have studied Visual Arts or Visual Design at the Stage 5 ROSA level.

Main Topics Covered:

Preliminary Course learning opportunities focus on:
- The nature of practice in art making, art criticism and art history through different investigations
- The role and function of artists’ artwork, the world and audiences in the art world
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

HSC Course learning opportunities focus on:
- How students may develop their own informed points of view in increasingly more independent ways using the frames
- How students may develop their own practice of art making, art criticism, and art history applied to selected areas of interest
- How students may learn about the relationships between artist, artwork, world, audience within the art world.
- How students may further develop meaning and focus in their work.

Particular Course Requirements:

Preliminary Course
- Artworks in at least 2 forms and use of a process diary
- A broad investigation of ideas in art criticism and art history

HSC Course
- Development of a body of work and use of a process diary
- A minimum of 5 Case Studies (4–10 hours each)
- Deeper and more complex investigations of ideas in art criticism and art history.

Please note: Fees apply to this course. At present Yr11 are $30.00 and Yr12 are $15.00 plus the cost to supply materials for their compulsory body of work.

Assessment: HSC course only

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1 ½ hour written paper</td>
<td>50</td>
<td>Development of the body of work</td>
<td>50</td>
</tr>
<tr>
<td>Submission of a body of work</td>
<td>50</td>
<td>Art criticism and art history</td>
<td>50</td>
</tr>
</tbody>
</table>
Course: Work Studies

2 Units for each of Preliminary and HSC  
NESA Content Endorsed Course (NON-ATAR)

Course Description

The Work Studies course enables students to develop their understanding and knowledge of the issues facing students in their transition from school to work, the skills needed for effective career planning and performance of tasks in today’s work environment. Identifying the nature of work, its constant change and reflection on our society, technology and the economy. Student explore the world of work and how individuals are influenced and engage in the workplace. Students explore employment opportunities, develop new skills and obtain new experiences as part of the current world of work. Students learn about the importance of enabling young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

Through the Work Studies course students will develop:
- Knowledge of work, the work environment and skills for employment.
- Understanding of employment options, career management, life planning and further education and training.
- Skills for success in the workplace.
- Critically assessing personal and social influences on individuals and groups.

Main Topics Covered - Course Themes

CAREER PLANNING focusing on:
- Different work environments, skills for employment, employment options, career management, life planning, and further education and training.
- Self-management.
- Influences on people’s working lives.
- Personal and social influences.

PERFORMING WORK TASKS focusing on:
- Education, training and skills for different types of work.
- Self-management.
- Communicating and using technology.
- Planning, organising and problem solving.
- Personal and social influences.

WORKING WITH OTHERS focusing on:
- Different types of work.
- Teamwork.
- Influences on people’s working lives.
- Cross-cultural understanding and skills.

MANAGING CHANGE focusing on:
- Self-management.
- Teamwork.
- Planning, organising and problem-solving.

Preliminary Course
Knowledge & Understanding  50%
Practical Workplacement  50%

HSC Course
Knowledge and Understanding  50%
Practical Workplacement  50%

Assessment: School Based only. There is no external HSC exam for this subject.
ERINA HIGH SCHOOL

VET COURSES
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the CPC08 Construction, Plumbing and Services Training Package (Release 9.4) (https://training.gov.au/Training/Details/CPC08). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.

**CPC2022 Certificate II in Construction Pathways**

**Units of Competency**

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
<th>Additional units required to attain an HSC credential in this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</td>
<td>CPCCCA2011A Handle carpentry materials-Group B</td>
<td>CPCWAHS1001 Prepare to work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCCMM1012A Work effectively and sustainably in the construction industry</td>
<td>CPCCCM2006B Apply basic levelling procedures-Group H</td>
<td>#CPCCWHS1001 Prepare to work safely in the construction industry - Pathways to Industry</td>
</tr>
<tr>
<td>CPCCCMM1013A Plan and organise work</td>
<td>CPCCCO2013A Carry out concreting to simple forms-Group H</td>
<td>Pathways to Industry</td>
</tr>
<tr>
<td>CPCCCMM1013A Conduct workplace communication</td>
<td>CPCCJN2001A Assemble components-Group F</td>
<td>Skill gained in this course transfer to other occupations. Working in the construction industry involves:</td>
</tr>
<tr>
<td>CPCCCMM1015A Carry out measurements and calculations</td>
<td>CPCCJN2002B Prepare for offsite manufacturing processes-Group F</td>
<td></td>
</tr>
<tr>
<td>CPCCCM2001A Read and interpret plans and specifications</td>
<td>Additional units required to attain an HSC credential in this course</td>
<td>Examples of occupations in the construction industry</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted. Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning. Admission Requirements

To enrol in CPC20211 Certificate II in Construction Pathways, students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.

**Competency-Based Assessment**

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

**Complaints and Appeals**

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

**Optional HSC examination for ATAR purposes**

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

**Course consumables:** $80 Year 11, $50 Year 12

WhiteCard will be delivered by Coastal OHS Services $99

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

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

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

**Exclusions:** VET course exclusions can be confirmed with the school.
Hospitality – Kitchen Operations Course Descriptor 2020
QUALIFICATION: SIT 20416 Certificate II in Kitchen Operations

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

The SIT 20416 Certificate II in Kitchen Operations is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

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

SIT 20416 Certificate II in Kitchen Operations

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>8 Core</th>
<th>5 Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSBWOR203: Work effectively with others</td>
<td>SITHIND002: Source and use information on the hospitality industry</td>
</tr>
<tr>
<td></td>
<td>SITXWH5001: Participate in safe work practices</td>
<td>SITXFS002: Participate in safe food handling practices</td>
</tr>
<tr>
<td></td>
<td>SITHC0001: Use food preparation equipment</td>
<td>SITHCC003: Prepare and present sandwiches</td>
</tr>
<tr>
<td></td>
<td>SITHC0005: Prepare dishes using basic methods of cookery</td>
<td>SITHC0002: Prepare and present simple dishes</td>
</tr>
<tr>
<td></td>
<td>SITHC0011: Use cookery skills effectively</td>
<td>SITHC0006: Prepare appetisers and salads</td>
</tr>
<tr>
<td></td>
<td>SITHKOP001: Clean kitchen premises and equipment</td>
<td>Additional units required to attain an HSC credential in this course</td>
</tr>
<tr>
<td></td>
<td>SITXFA001: Use hygienic practices for food safety</td>
<td>BSBSUS201: Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td></td>
<td>SITXINV002: Maintain the quality of perishable items</td>
<td></td>
</tr>
</tbody>
</table>

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

Pathways to Industry

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

- Supporting and working with colleagues to meet goals and working in a team
- Preparing menus, managing resources, preparing, cooking food and menus items

Examples of occupations in the Hospitality Industry

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Takeaway food cook
- Trainee chef

Mandatory course requirements to attain a HSC credential in this course

Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.

Admission Requirements

To enrol in SIT 20416 Certificate II in Kitchen Operations, students should be interested in working in a hospitality environment preparing and plating food to customers. They should be able to lift and carry equipment and use hand held and larger commercial kitchen equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.

Competency-Based Assessment

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

Complaints and Appeals

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

Optional HSC examination for ATAR purposes

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

Course consumables: $100 per year, plus $20 toolkit hire to be paid in HSC year

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

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

A school-based traineeship and apprenticeship is available in this course. For more information contact the school’s Careers Adviser.

Exclusions: VET course exclusions can be confirmed with the school.
Hospitality Specialisation Course Descr1ptive 2020
Public Schools NSW, Macquarie Park RTO 90222
QUALIFICATION: SIT 20316 Certificate II Hospitality
The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage

<table>
<thead>
<tr>
<th>Course: HOSPITALITY SPECIALISATION (120 indicative hours)</th>
<th>Total 2 units of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Course Number: 26514</td>
<td>This specialisation course is available for students in the HSC year of study</td>
</tr>
</tbody>
</table>

The SIT 20316 Certificate II in Hospitality is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

This specialisation course is available for students in the HSC year of study only. Students must have achieved and been deemed competent in all units of competency from the Preliminary and HSC 240 hour SIT 20416 Certificate II in Kitchen Operations course and the units of competency listed below to achieve SIT 20316 Certificate II in Hospitality.

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

SIT 20316 Certificate II in Hospitality

<table>
<thead>
<tr>
<th>3 Core</th>
<th>SITXCCS003 Interact with customers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SITXCOM002 Show social and cultural sensitivity</td>
</tr>
<tr>
<td></td>
<td>SITHIND003 Use hospitality skills effectively</td>
</tr>
<tr>
<td>3 Electives</td>
<td>SITHFAB005 Prepare and serve espresso coffee</td>
</tr>
<tr>
<td></td>
<td>SITHFAB007 Serve food and beverage</td>
</tr>
<tr>
<td></td>
<td>SITHFAB004 Prepare and serve non-alcoholic beverages</td>
</tr>
</tbody>
</table>

**Credit Transfer from SIT20416 for 3 core and 3 elective units of competency** Refer to teacher for further information

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

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

- Cafes
- Hotels
- Restaurants
- Clubs
- Barista
- Wait person
- Café attendant
- Food and Beverage attendant

**Mandatory course requirements to attain a HSC credential in this course**

Students must complete a minimum of 35 hours work placement during the year to practise and extend their learning.

**Admission Requirements**

To undertake this specialisation study, in SIT 20316 Certificate II in Hospitality, students should have a particular interest in, and aptitude for the industry. Students need to be currently entered in, or have completed, the SIT 20416 Certificate II in Kitchen Operations course to undertake this Hospitality Specialisation course.

Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments and out of class school events and functions

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

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

**Optional HSC examination for ATAR purposes:** Not Applicable

**Course consumables:** $70

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school.

If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

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

**Exclusions:** VET course exclusions can be confirmed with the school.
Macquarie Park - Registered Training Organisation 90222
2020 RETAIL SERVICES - 240 Indicative hours –

**QUALIFICATION: Certificate II in Retail Services (SIR20212)**

- Board Developed Course - BOSTES No: 26901
- Minimum mandatory work placement – 70 hours
- Exclusions with other Board Developed Courses - nil

- A total of 4 units of credit – 2 units x 2 years (Preliminary and HSC)
- Category B status for the Australian Tertiary Admission Rank (ATAR)
- Consumables: No fee required

**Course Description:**
This course provides students with the opportunity to obtain national vocational qualifications for employment in the retail services industry. Students will be able to gain skills in communication, safe work practices, customer service, retail technology, stock control and routine work activities within the retail, wholesale or community pharmacy sectors. Occupations in the retail services industry include sales clerk/assistant, customer service representative, checkout operator, wholesale clerk, pharmacy assistant and retail executive.

**HSC Course Structure:** This course consists of eight core units of competency, including two General Selling Stream and four elective units.

**UNITS OF COMPETENCY**

**Core - Attempt ALL units**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
<td>20</td>
</tr>
<tr>
<td>SIRXCCS202</td>
<td>Interact with customers</td>
<td>20</td>
</tr>
<tr>
<td>SIRXCOM101</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
<td>15</td>
</tr>
<tr>
<td>SIRXIND101</td>
<td>Work effectively in a customer service environment</td>
<td>20</td>
</tr>
<tr>
<td>SIRXRSK201</td>
<td>Minimise loss</td>
<td>10</td>
</tr>
<tr>
<td>SIRXWHS101</td>
<td>Apply safe work practices</td>
<td>15</td>
</tr>
<tr>
<td>SIRXICT001A</td>
<td>Operate retail technology</td>
<td>20</td>
</tr>
<tr>
<td>SIRXCLM101</td>
<td>Organise and maintain work areas</td>
<td>10</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXSL201</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>SIRXMER201</td>
<td>STREAM - Merchandise products</td>
</tr>
<tr>
<td>SIRXSLS002A</td>
<td>STREAM - Advise on products and services</td>
</tr>
<tr>
<td>SIRXINV001A</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>SIRXFNO02A</td>
<td>Perform retail finance duties</td>
</tr>
<tr>
<td>SIRXMER202</td>
<td>Plan, create and maintain displays</td>
</tr>
</tbody>
</table>

**ASSESSMENT AND COURSE COMPLETION**

**Competency-based Assessment:** Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency.

**Work placement:** Students must complete a minimum of 70 hours work placement in a Retail related industry workplace (35 hours in each of Years 11 and 12). It is permissible for up to 50% to be undertaken in other retail environments intended for public performance, including school productions.

**Optional HSC examination:** Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of Competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. 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 an AQF VET qualification.

**N Determinations:** Where a student has not met BOSTES course completion criteria, including meeting work placement requirements, they will receive an ‘N’ determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

**Appeals:** Students may lodge appeals against assessment decisions or ‘N’ determinations through their school or college.

**Recognition of Prior Learning:** Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.