

SCONE HIGH SCHOOL



SUBJECT SELECTION GUIDE

*An Information Package for
Year 10 Students*

Preliminary Course 2023

HSC Course 2024



SUBJECT SELECTION GUIDE

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SELECTION OF PRELIMINARY AND HSC SUBJECTS

HIGHER SCHOOL CERTIFICATE INFORMATION FOR PARENTS AND STUDENTS OF YEAR 10

INTRODUCTION

This booklet is designed to help you choose your pattern of Preliminary and HSC Courses for Years 11 and 12 leading to the 2024 Higher School Certificate.

The senior years of school can provide important and enjoyable learning experiences. They give students time to mature, develop independence, and clarify their values and objectives as well as prepare them for future careers.

Seniors in the school can enjoy more opportunities for initiative and responsibilities, as well as gain a greater understanding of others through closer contact with peers and teachers in smaller class groups.

The experience for each student is different, however the advantages of the senior years are considerable. Parents and students are encouraged to consider the following points carefully. Participation in these years:

- Enables personal development and maturity in a supportive learning environment;
- Equips students with new skills and interests that will be valuable in future occupations as well as for life generally;
- Enables entry to Universities, TAFE Colleges and other tertiary courses;
- Permits entry to commercial and industrial fields with skills that will enhance their employment prospects;
- Leads to students receiving valuable accreditation as well as advanced standing in a variety of post secondary pathways.

Even though a student may not wish to proceed to the HSC year, the growing experience in Year 11 is invaluable. The resources of our Careers Adviser are also available to assist students make decisions regarding post school options. It is desirable to have students in a learning environment whilst waiting to gain secure employment. Students are now required to remain enrolled until their 17th birthday.

WHAT TYPES OF COURSES CAN I SELECT?

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

• **Board Developed Courses**

These courses are developed by NESA. There is a syllabus for each course which contains:

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

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR, the Australian Tertiary Admission Rank determined by the Universities Admission Centre.

• **Board Endorsed Courses**

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.

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

- Schools may also design special courses to meet student needs. These courses must be approved by NESA. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses.

There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

Board Endorsed Courses do not count in the calculation of the ATAR.

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

- Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.
- These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment.
- These courses each have a compulsory workplace component and a minimum number of hours students spend in the workplace or a simulated 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.
(See course details in separate booklet.)

FULL TIME AND PART TIME OPTIONS FOR STUDY

There are many ways that students can achieve the level of education they desire.

Students can study full-time at school or can choose to complete their Preliminary and HSC over a maximum of 5 years.

Students can also choose a combination of locations for their study. At Scone High School, students can access learning through the school, through TAFE, through part time traineeships or through Distance Education. Students can choose the combination to best meet their individual needs.

HOW DOES THE INCREASED LEAVING AGE IMPACT ON STUDENTS

A child who has completed Year 10 and is below the age of 17 years must continue his or her schooling unless he or she participates on a full-time basis in:

- (a) Approved education or training, or
- (b) Paid work or a combination of approved education or training and paid work (the child must be of or above the age of 15 years to be in employment).

Parents of a child who is subject to these new provisions can be prosecuted if their child does not satisfy this requirement.

PARTICIPATION IN APPROVED EDUCATION OR TRAINING

Participation in approved education or training would mean the child would be undertaking:

- (a) A higher education course,
- (b) A vocational course,
- (c) An apprenticeship or traineeship, or
- (d) Any other education or training approved by the Minister.

EMPLOYMENT

What if the young person has a job?

Full-time paid employment for 25 hours or more a week is a recognised alternative after the completion of Year 10, providing the young person is aged at least 15.

If the young person is working part-time then he or she will need to combine his or her work with approved education or training to satisfy the legal requirements of the Act.

Are there exemptions in relation to full-time employment for students with disabilities?

Eligible students with a disability may have a part exemption from the 25 hour requirement in relation to employment. Guidelines for students with a disability are set by the Commonwealth.

- Guidelines set by the Department of Education, Employment and Workplace Relations for the Disability Employment Network (open employment) state that an employee is someone who works more than eight hours per week.
- Department of Families, Housing, Community Services and Indigenous Affairs guidelines set eight hours per week for a school-leaver.

ALLOWANCES & FUNDING

Will a school-leaver who is looking for work and does not have a Year 12 or a Certificate II qualification be eligible for Youth Allowance?

No. The Commonwealth has provided that from 1 July 2009, young people without Year 12 or a Certificate II qualification will have to be in education or training for at least 25 hours a week to be eligible for Youth Allowance.

Young people who are working or studying part-time will need to complete 25 hours per week in a combination of paid employment, training or approved activities to be eligible for Youth Allowance. Find out about eligibility from the Department of Education, Employment and Workplace Relations Youth Allowance website.

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 Board of Studies for the award of the Higher School Certificate. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.
- you must have sat for and made a serious attempt at the Higher School Certificate examinations.
- you must study a minimum of 12 units in the Preliminary course at Scone High School. You may also choose an additional 2 units at TAFE. Both the Preliminary course and the HSC course must include the following:
 - at least 6 units from Board 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.

- The Board of Studies publication, *Studying for the New South Wales Higher School Certificate – an Information Booklet for Year 10 Students*, contains all the HSC rules and requirements you will need to know.
- If you wish to receive the ATAR you must study a minimum of 12 Board Developed units in the Preliminary course and 10 Board Developed units in the HSC Course. The booklet, *University Entry Requirements 2024 Year 10 Booklet*, published by UAC and available at the end of July, will contain important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Students who wish to apply for a university position in 2024 must meet the requirements to gain an ATAR.

Special requirements for an ATAR

- 10 units of Board Developed Courses must be counted
- 2 units of English will be counted but not English Studies.
- at most 2 units of category B courses may be counted.

(Courses with Category B status are indicated on the courses offered insert sheet).

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.

$$\begin{aligned} 2 \text{ units} &= 4 \text{ hours per week (120 hours per year)} \\ &= 100 \text{ marks} \end{aligned}$$

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

2 UNIT COURSE

- This is the basic structure for all courses. It has a value of 100 marks

EXTENSION COURSE

- Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.
- English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.
- HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

1 UNIT COURSE

- 1 unit equals approximately 2 hours of class time each week or 60 hours per year.
- There are a number of 1 unit Board Endorsed Courses. These courses do not count towards an ATAR.

HOW SHOULD I SELECT MY PRELIMINARY AND HSC COURSES?

- 1 Key considerations when making subject selection.
 - What subjects do I enjoy?
 - What subjects am I good at in Year 10?
 - What subjects lead to the area of work or further training that I am interested in?
 - What combination of subjects gives me the best credit transfer into further training?
 - Do I need an ATAR in order to go to university?
 - Are there any pre-requisites for entry to what I want to do?
 - Are my goals and therefore subject choices realistic and achievable?

- 2 If you have a definite career in mind, check with the Careers Adviser about prerequisite or recommended courses.
They have all the information you need about University requirements as well as subject requirements to enter various occupations.

- 3 Maximise your future opportunities by setting the highest goals you can to match the ability you have, and leaving as many career options open as you can.
This is especially important if you are undecided about your future career direction.

- 4 Read **each** course detail carefully so that your choice is an informed choice.

- 5 Need help? Talk to any of these people if you have any queries, problems or if you need further information.
 - The Careers Adviser
 - The Head Teacher of that course
 - Your Selection Head Teacher
 - The Year Advisor
 - A teacher of that course.

- 6 A choice now is important to help the school set up lines, but there may be changes due to:
 - Clashes when the courses are grouped together into "lines"
 - Not enough students selecting a course to enable it to be offered.

- 7 We encourage students to choose carefully now as changes in the Preliminary Year may not be possible.

ASSESSMENT AND REPORTING

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

COURSES OFFERED AT SCONE HIGH SCHOOL IN 2023-2024

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VOCATIONAL EDUCATION and TRAINING (VET) COURSES		
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Course: Agriculture		Category A Course	
2 units for each of Preliminary and HSC Board Developed Course			
Course Description: <p>The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an ‘on-farm’, environment-oriented course.</p> <p>The HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production but places a greater emphasis on the place of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analyzing and addressing social, environmental and economic issues as they relate to sustainability, from national and international perspectives. This is achieved through the Farm Enterprise/Product Study.</p>			
Main Topics Covered:			
<u>Preliminary Course</u>			
<ul style="list-style-type: none"> • Overview of Australian Agriculture (5%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 			
<u>HSC Course</u>			
Core Topics 75%			
<ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm Product Study (25%) 			
1 elective (25%)			
<ul style="list-style-type: none"> • 21st Century Farming • Climate Challenge • Agri-food, fibre and fuel technology 			
Particular Course Requirements:			
<p>Practical experiences should occupy a minimum of 30% of both Preliminary and HSC course time. If the research project option is undertaken, a project report and process diary must be submitted to the Board of Studies.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Farm Enterprise/Product Study	25
		Plant/Animal Production Enterprise	50
		Elective	25
	100		100

Course : Ancient History		Category A Course
2 units for each of Year 11 and HSC Board Developed Course		
Course Description: The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies.		
Main Topics Covered Year 11 Course Part One: Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies Part Two: <ul style="list-style-type: none"> • Features of Ancient Societies • Historical Investigation HSC Course <ul style="list-style-type: none"> • Part I: Core: Cities of Vesuvius - Pompeii and Herculaneum - • Part II: Ancient Personality in the Context of Their Time – one personality to be studied from the Personality options offered in the syllabus • Part III: Ancient Societies – one Ancient Society to be studied from the Ancient Societies options offered in the syllabus • Part IV: Historical Periods – one Historical Period to be studied from the Historical Periods options offered in the syllabus <p>Students must make their selections in the HSC course from at least two of the following areas: Egypt, Near East, Greece and Rome.</p>		
Assessment: HSC course only		
External Assessment: A 3 hour written examination in four parts	Internal Assessment: The four parts of the course are assessed through a range of tasks including: <ul style="list-style-type: none"> • Research • Source analysis • Oral and written communication 	

Course: Biology		Category A Course	
2 units for each of Year 11 and Year 12			
Board Developed Course			
Course Description:			
<p>The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</p> <p>Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.</p> <p>The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.</p> <p>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 Earth and its habitats.</p>			
Main Topics Covered:			
<u>Year 11</u>			
<ul style="list-style-type: none"> • Cells as the Basis of Life • Organisation of Living Things • Biological Diversity • Ecosystem Dynamics 			
<u>Year 12</u>			
<ul style="list-style-type: none"> • Heredity • Genetic Change • Infectious Disease • Non-infectious disease and disorders 			
Particular Course Requirements:			
<p>The Year 11 course includes a field study. Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A 15 hour depth study is to be completed in both years.</p>			
Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination	100	Model Building	20
		Depth Study	20
		Practical Task	30
		Trial Examination	30
	100		100

Course: Chemistry		Category A Course	
2 units for each of Year 11 and Year 12			
Board Developed Course			
Course Description:			
<p>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.</p> <p>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.</p> <p>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.</p>			
Main topics covered:			
<u>Year 11 Course</u>			
<ul style="list-style-type: none"> • Properties and Structure of Matter • Introduction to Quantitative Chemistry • Reactive Chemistry • Drivers of Reactions 			
<u>Year 12 Course</u>			
<ul style="list-style-type: none"> • Equilibrium and Acid Reactions • Acid/base Reactions • Organic Chemistry • Applying Chemical Ideas 			
Particular Course Requirements:			
Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A 15-hour depth study is to be completed in both years.			
Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination	100	Chemistry is assessed through a range of tasks including practical tasks, research tasks, depth studies and written examinations.	100
	100		100

Course: Community and Family Studies		Category A Course	
2 units for each of Preliminary and HSC			
Board Developed Course		Course Cost: Yr 11 \$20; Yr 12 \$20	
Course Description: Community and Family Studies at Stage 6 is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities. Students will examine the changing nature of Australian society, enabling them to plan and manage resources effectively.			
Main Topics Covered:			
<u>Preliminary Course</u>			
<ul style="list-style-type: none"> • Resource Management Basic concepts of the resource management process (approximately 20% of course time). • Individuals and Groups The individual's roles, relationships and tasks within groups (approximately 40% of course time). • Families and Communities Family structures and functions and the interaction between family and community (approximately 40% of course time). 			
<u>HSC Course</u>			
<ul style="list-style-type: none"> • Research Methodology Research methodology and skills culminating in the production of an Independent Research Project (approximately 25% of course time). • Groups in Context The characteristics and needs of specific community groups (approximately 25% of course time). • Parenting and Caring Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approximately 25% of course time) 			
<u>HSC Option Modules</u> <i>Select one of the following (approximately 25% of course time):</i>			
<ul style="list-style-type: none"> • Family and Societal Interactions Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology The impact of evolving technologies on individuals and lifestyle. • Individuals and Work Contemporary issues confronting individuals as they manage roles within both their family and work environments. 			
Particular 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			
Assessment: HSC course only			
External Examination	Weighting	Internal Assessment	Weighting
A written examination: Section I - Part A Part B Part C Groups in Context Parenting and Caring Section II Families and Societal Interactions OR Social Impact of Technology OR Individuals and Work	10 15 50 25	Core Research Methodology Groups in Context Parenting and Caring Options Families and Societal Interactions OR Social Impact of Technology OR Individuals and Work	75 25
	100		100

Course: Design and Technology		Category A Course	
2 units for each of Preliminary and HSC Board Developed Course		Course Cost: Year 11 \$50; Year 12 \$20 plus Students are required to cover the cost of their Major Design Project	
Course Description			
Design and Technology is a subject that covers a range of areas including; Products, Systems and Environments. This allows students to choose a project for the HSC course that is suited to their skills and interests.			
The Preliminary course consists of project work and a case study that provide a broad range of skills and knowledge related to Design and Technologies. It includes an introduction to the design process, innovation, ideas and skills. Each project will place emphasis on the development of different skills and knowledge in designing and producing.			
The HSC course consists of the development, management and communication of a major design project and a case study on innovation. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity.			
Main Topics Covered Preliminary Course		HSC Course	
Designer Case Study		Innovation Case Study	
Design Processes		Major Design Project development and documentation	
Project development			
Particular Course Requirements			
In the Preliminary Course; students must design and develop projects in varied areas of studies. Each project will include a folio designed to introduce elements of the Major Design Project. The students also complete a case study on significant designers.			
Particular Course Requirements			
In the HSC Course; Students must design, develop a Major Design Project with an extensive folio. They will also complete a case study on innovations of the 21 st century. The Major Design Project is focused on solving an issue or identified opportunity, can fall into three categories: a Product, System or Environment, which allows for a range of projects to be completed.			
HSC External Assessment	Weighting	HSC Internal Assessment	Weighting
Major Design Project (Externally Marked)	60	Project Design and Management	25
		Half Yearly Examination	25
A One and a half hour written examination	40	Case study Innovation	25
		Trial HSC Examination	25
	100		100

Course: Drama		Category A Course	
2 units for each of Preliminary and HSC			
Board Developed Course			
Course Description:			
<i>Students study the practices of Making, Performing and Critically Studying in Drama. Students engage with these components through collaborative and individual experiences.</i>			
Preliminary course content comprises an interaction between the components of Improvisation, Play building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning is experiential in 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:			
<u>Preliminary Course</u>			
<ul style="list-style-type: none"> • Improvisation, Play building, Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles 			
<u>HSC Course</u>			
<ul style="list-style-type: none"> • Australian Drama and Theatre (Core content) • Studies in Drama and Theatre • Group Performance (Core content) • Individual Project 			
Particular Course Requirements:			
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material 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 two 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:			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
A one and a half hour Written Examination comprising two compulsory sections: Australian Drama and Theatre(Core)	40	Development of Group Performance	20
Studies in Drama and Theatre		Development of Individual Project	20
	100		100

Course: Engineering Studies		Category A Subject	
2 units for each of Preliminary and HSC Board Developed Course			
Course Description			
Both Preliminary and HSC courses offer students knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.			
Preliminary Course			
Students undertake the study of 4 compulsory modules:			
<ul style="list-style-type: none"> • 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:			
<ul style="list-style-type: none"> • 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. 			
Main Topics Covered:			
<u>Preliminary Course</u>		<u>HSC Course</u>	
<ul style="list-style-type: none"> • Engineering fundamentals • Engineered products • Braking systems • Biomedical Engineering 		<ul style="list-style-type: none"> • Civil structures • Personal and public transport • Aeronautical Engineering • Telecommunications Engineering 	
Particular Course Requirements:			
In the Preliminary Course; Students are required to produce a component of an engineering report in Engineering application module 3, Braking systems, and then a complete engineering report in Engineering focus module 4, Biomedical engineering.			
In the 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.			
Preliminary Assessment	Weighting	HSC Assessment	Weighting
Engineered Product Analysis	30	Civil Engineering Solution and Reporting	25
Engineering Solution and Report	30	Transport Engineering Problem Solving	25
Yearly Examination	40	Aeronautical Engineering	20
		Materials Modification Research	30
		Trial HSC Examination	30
	100		100

Course: English (Standard)	Category A Course
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Advanced; English Standard; English EAL/D; English Extension
<p>Course Description</p> <p>Preliminary English (Standard) course: students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in, and through, texts. Students study a range of texts including prose fiction, drama, poetry, non-fiction, film, digital and media, as well as Australian texts.</p> <p>HSC English (Standard) course: students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction, poetry or drama, film or media or non-fiction texts.</p>	
<p>Main Topics Covered Preliminary Course – The course has two sections:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is under-taken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning. <p><u>HSC Course</u> – The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i>, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts, and apply skills in synthesis. • Three additional modules that emphasise particular aspects of shaping meaning and demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Particular Course Requirements</p> <p>Across the English Standard Stage 6 Course, students are required to study:</p> <ul style="list-style-type: none"> • texts inclusive of prose fiction, drama, poetry, non-fiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the people and cultures of Asia • a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors • texts with a wide range of cultural, social and gender perspectives. <p>Preliminary Course requires the close study of:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (this may include the study of film) • one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>HSC Course requires the close study of:</p> <ul style="list-style-type: none"> • at least three types of prescribed text, one from each of the following categories: prose fiction; poetry or drama; film or media or non-fiction texts • at least two additional prescribed texts from the list in Module C: <i>The Craft of Writing</i> • at least one related text in the Common module: <i>Texts and Human Experiences</i>. 	

Course: English (Advanced)	Category A Course
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Standard; English Studies; English EAL/D
<p>Course Description</p> <p>Preliminary English (Advanced) course, students explore, examine and analyse a range of texts including prose fiction, drama, poetry, non-fiction, film, digital and media, as well as Australian texts. They explore the ways events, experiences, ideas, values and processes are represented in and through texts and analyse the ways texts reflect attitudes and values.</p> <p>HSC English (Advanced) course, students further strengthen their knowledge and understanding of language and literature by analysing and evaluating texts and the ways they are valued in their contexts. Students study at least four prescribed texts drawn from: Shakespearean drama; prose fiction, poetry or drama, film or media or non-fiction.</p>	
<p>Main Topics Covered Preliminary Course – The course has two sections:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Content common to the English Standard and English Advanced courses is under-taken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. • Two additional modules: <i>Critical Study of Literature</i>, and <i>Narratives that Shape our World</i> in which students explore, examine, and analyse the ways in which texts and contexts shape and are shaped by different attitudes. <p>HSC Course – The course has two sections:</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i>, which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis. • Three additional modules that emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes. 	
<p>Particular Course Requirements</p> <p>Across the English Standard Stage 6 Course, students are required to study:</p> <ul style="list-style-type: none"> • texts inclusive of prose fiction, drama, poetry, non-fiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the people and cultures of Asia • a range of Australian texts, including Aboriginal and/or Torres Strait Islander authors • texts with a wide range of cultural, social and gender perspectives. <p>Preliminary Course requires the close study of:</p> <ul style="list-style-type: none"> • one complex multimodal or digital text in Module A (this may include the study of film) • one substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet • a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts • a wide range of additional related texts and textual forms. <p>HSC Course requires the close study of:</p> <ul style="list-style-type: none"> • at least three types of prescribed text, one drawn from each of the following categories: prose fiction; poetry or drama; film or media or non-fiction texts • at least two additional prescribed texts from the list in Module C: <i>The Craft of Writing</i> • at least one related texts in the Common module: <i>Texts and Human Experiences</i>. 	

<p>Courses: Preliminary English Extension HSC English Extension 1 HSC English Extension 2</p>	<p>Category A Course</p>
<p>Prerequisites: 1 unit of study for each Preliminary and HSC Extension course: (a) English (Advanced) (b) Preliminary English Extension is a prerequisite for both English Extension Course 1 and 2 (c) Course 1 is a prerequisite for English Extension Course 2 Course Exclusions: English Standard; English Studies; English EAL/D.</p>	
<p>Course Description</p> <p>In the Preliminary English (Extension) Course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into recent culture. They consider how and why cultural values are maintained and changed.</p> <p>In HSC English Extension Course 1, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.</p> <p>In HSC English Extension Course 2, students develop a sustained composition, and document their reflection on this process.</p>	
<p>Main Topics Covered Preliminary Extension Course</p> <p>The course has one mandatory section: Module: <i>Texts, Culture and Value</i> as well as a related research project.</p> <p>HSC English Extension Course 1 The course has one common module, <i>Literary Worlds</i>. Students must complete one elective from one of the five electives offered for study.</p> <ul style="list-style-type: none"> • Literary Homelands • Worlds of Upheaval • Reimagined Worlds • Literary Mindscapes • Intersecting Worlds <p>HSC English Extension Course 2 The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statements.</p>	
<p>Particular Course Requirements In the Preliminary English (Extension) Course Students are required 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.</p> <p>HSC English Extension Course 1 Requires the study of prescribed texts (as outlined in the prescriptions document, HSC English 2019–2023 Electives and Prescribed Texts).</p>	

Course: English Studies	Category B Course
2 units for each of Preliminary and HSC Board Developed Course	Exclusions: English Advanced; English Standard; English EAL/D; English Extension
<p>Course Entry Guidelines</p> <p>This course is designed to meet the needs of students who wish to refine their skills and knowledge, and consolidate their literacy skills. It is a course for students who intend to proceed from school directly into employment or vocational training.</p> <p>Students considering this course should be advised that:</p> <ul style="list-style-type: none"> • English Studies is now a Stage 6 Board Developed Course with an optional HSC exam. • Students not sitting for the English Studies HSC examination will still be eligible for the HSC. • The status of ATAR eligibility is not yet determined. <p>Course Description</p> <p>In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of contexts. They respond to and compose texts to extend their understanding, access information and synthesise knowledge.</p>	
<p>Main Topics Covered Preliminary Course – The course has two sections:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Students study the mandatory module, <i>Achieving through English: English in education, work and community</i> to develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. • Students study 2-4 additional modules (selected based on their own needs/interests). • Students may also study an optional teacher-developed module. <p>HSC Course</p> <ul style="list-style-type: none"> • The HSC Common Content consists of one module <i>Texts and Human Experiences</i> which is also common to the HSC Standard and the HSC Advanced courses. • Students study 2-4 additional syllabus modules (selected based on their own needs/interests). • Students may also study an optional teacher-developed module. 	
<p>Particular Course Requirements - students are required to study:</p> <ul style="list-style-type: none"> • texts inclusive of prose fiction, drama, poetry, non-fiction, film, media and digital texts • texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the people and cultures of Asia • a range of Australian texts, including Aboriginal and/or Torres Strait Islander authors • texts with a wide range of cultural, social and gender perspectives. <p>Preliminary and HSC Courses – students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text and multimodal text • be involved in planning, research and presentation activities as part of one individual and/or collaborative project • develop a portfolio of texts • engage with the community through, for example, visits, surveys, interviews and/or excursions <p>HSC Course – in addition to the above, students in Year 12 only are required to:</p> <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module, <i>Texts and Human Experiences</i>. 	

Course: Food Technology		Category A Course	
2 units for each of Preliminary and HSC Board Developed Course		Cost	Yr. 11 - \$80 Yr. 12 - \$50
<p>Course Description: The Preliminary course will develop knowledge and understanding about food nutrients, diets for optimum nutrition, the functional properties of food as well as the safe preparation, presentation and storage of food. Practical skills in planning, preparing and presenting food are integrated throughout content areas. The HSC course involves the study of The Australian Food Industry, Food Product Development, Diet and Health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout, and will form 30% of the course.</p>			
<p>Main Topics Covered:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Options – Contemporary Food Issues in Nutrition (25%) or Contemporary Food Issues in the Marketplace (25%) 			
<p>Particular Course Requirements: In order to meet the course requirements students must learn about food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary food issues. <i>It is a mandatory requirement that students undertake practical activities. Such experiential learning activities are specified in the 'learning to' section of each strand.</i></p>			
Assessment:			
HSC External Examination	Weighting	HSC Internal Assessment	Weighting
A three hour written examination	100	<ul style="list-style-type: none"> • Knowledge and understanding about the Australian Food Industry, Food Manufacture, Food Product Development and Contemporary Food Issues (Nutrition or Marketplace) • Research, analysis and communication • Experimentation and preparation • Design, implementation and evaluation 	20 30 30 20
	100		100

Course: Industrial Technology Metal		Category A Course	
2 units for each of Preliminary and HSC Board Developed Course		Course Cost: Yr 11 \$70; Yr 12 \$20 plus student is required to cover the cost of Metal for their Major Project	
<p>Course Description The Preliminary course uses project work as a means of attaining the required practical skills and associated theoretical knowledge to construct a major project in the HSC year.</p> <p>The HSC course consists of the development and construction of a major project along a design and management folio. The major project will be marked by external examiners and will form part of both the school’s assessment and the HSC assessment.</p>			
<p>Main Topics Covered Preliminary Course Industry Study Design Management and Communication Project Production Industry Related Manufacturing Technology</p>		<p>HSC Course Industry Study Major Project Design Management and Communication Major Project Production Industry Related Manufacturing Technology</p>	
<p>Particular Course Requirements In the Preliminary Course; students must design, develop and construct two projects. The students also undertake a study of an individual business within the Metals and Engineering sector.</p>			
<p>Particular Course Requirements In the HSC Course; students must design and develop a Major Project with a management folio. They will also undertake a study of the overall industry related to the Metals and Engineering area. Students are expected to cover the costs of major materials for their Major Project which will be determined by the size and complexity of the piece. Suitability of the project will need to be negotiated with the teacher prior to commencement.</p>			
HSC External Assessment	Weighting	HSC Internal Assessment	Weighting
Major Project (product & portfolio) Design and Management Workplace Communication Production	60	Project Design and Management Industry Studies Completed MD Portfolio Trial HSC Examination	25 10 40 25
A one and a half hour written examination	40		
	100		100

Course: Industrial Technology Timber		Category A Course	
2 units for each of Preliminary and HSC Board Developed Course		Course Cost: Yr 11 \$70; Yr 12 \$20 plus student is required to cover the cost of timber for their Major Project	
Course Description			
<p>The Preliminary course uses project work as a means of attaining the required practical skills and associated theoretical knowledge to construct a major project in the HSC year.</p> <p>The HSC course consists of the development and construction of a major project along a design and management folio. The major project will be marked by external examiners and will form part of both the school’s assessment and the HSC assessment.</p>			
Main Topics Covered			
Preliminary Course		HSC Course	
Industry Study		Industry Study	
Design		Major Project Design	
Management and Communication		Management and Communication	
Project Production		Major Project Production	
Industry Related Manufacturing Technology		Industry Related Manufacturing Technology	
Particular Course Requirements			
In the Preliminary Course; students must design, develop and construct two projects. The students also undertake a study of an individual business within the timber products and furniture industry.			
Particular Course Requirements			
In the HSC Course; students must design and develop a Major Project with a management folio. They will also undertake a study of the overall industry related to timber products and furniture technologies area. Students are expected to cover the costs of major materials/timber for their Major Project which will be determined by the size and complexity of the piece. Suitability of the project will need to be negotiated with the teacher prior to commencement.			
HSC External Assessment	Weighting	HSC Internal Assessment	Weighting
Major Project (product & portfolio) Design and Management Workplace Communication Production	60	Project Design and Management Workplace Communications Trial HSC Examination	25 30 15 30
Written examination	40		
	100		100

Course: Investigating Science		Category A Course	
2 units for each of Year 11 and Year 12			
Board Developed Course			
Course Description:			
<p>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.</p> <p>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.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>			
Main Topics Covered:			
<u>Year 11 Course</u>			
<ul style="list-style-type: none"> • Cause and Effect – Observing • Cause and Effect – Inferences and Generalisations • Scientific Models • Theories and Laws 			
<u>Year 12 Course</u>			
<ul style="list-style-type: none"> • Scientific Investigations • Technologies • Fact or Fallacy? • Science and Society 			
Particular Course Requirements:			
Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time, with no less than 35 hours in the Year 12 course. A 30 hour depth study in both years is to be completed.			
Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination	100	Investigating Science is assessed through a range of tasks including practical tasks, research tasks, depth studies and written examinations.	100
	100		100

Course: Legal Studies		Category A Course
2 units for each of Preliminary and HSC		
Board Developed Course		
Course Description:		
<p>The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>		
Main Topics Covered:		
<u>Preliminary Course</u>		
Part I – The Legal System (40% of course time)		
Part II – The Individual and the Law (30% of course time)		
Part III – The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II.		
<u>HSC Course</u>		
Core Part I: Crime – 40% of course time		
Core Part II: Human Rights– 30% of course time		
Additional Focus Studies 50% of course time. Students will study two focus studies chosen from:		
<ul style="list-style-type: none"> • Consumers • Family • Global environment • Indigenous peoples • Shelter • Workplace • World order. 		
Particular Course Requirements:		
No special requirements		
Assessment HSC course only.		
External Assessment	Weighting	Internal Assessment
A three hour written examination: Crime & Human Rights Human Rights Crime Focus Studies	20 15 15 50	Core and focus studies assessed through: Investigation and research Discussion, expositions and reports Oral and written communication
	100	100

Course: Mathematics –Extension		Category A Course
3 units in each of Preliminary and HSC Board developed Course Prerequisites: The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: <ul style="list-style-type: none"> • Polynomials • Functions and Other Graphs • Logarithms • Circle Geometry. 		
Course Description: The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. All students studying the Mathematics Extension 1 course will sit for an HSC examination.		
Main Topics Covered: The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics and Subtopics are:		
Year 11 Topic: Functions <ul style="list-style-type: none"> • Further Work with Functions • Polynomials Topic: Trigonometric Functions <ul style="list-style-type: none"> • Inverse Trigonometric Functions • Further Trigonometric Identities Topic: Calculus <ul style="list-style-type: none"> • Rates of Change Topic: Combinatorics <ul style="list-style-type: none"> • Working with Combinatorics 	Year 12 Topic: Proof <ul style="list-style-type: none"> • Proof by Mathematical Induction Topic: Vectors <ul style="list-style-type: none"> • Introduction to Vectors Topic: Trigonometric Functions <ul style="list-style-type: none"> • Trigonometric Equations Topic: Calculus <ul style="list-style-type: none"> • Further Calculus Skills • Applications of Calculus Topic: Statistical Analysis <ul style="list-style-type: none"> • The Binomial Distribution • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation • Harder applications of Mathematics HSC course topics 	

Course: Mathematics – Extension**continued****Mathematics Extension 1 HSC Examination Specifications**

The examination will consist of a written examination paper of two hours duration (plus five minutes reading time) with a total mark value of 70 marks. All questions in the examination are compulsory.

The Mathematics Extension 1 examination paper will be based mainly on the Mathematics Extension 1 HSC course and will focus on the course objectives and HSC course outcomes.

The Mathematics Extension 1 Preliminary course and the Mathematics course will be assumed knowledge for this examination. Questions focusing on Mathematics Extension 1 HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Extension 1 Preliminary course and the Mathematics course.

The reference sheet for Mathematics, Mathematics Extension 1 and Mathematics Extension 2 will be provided.

In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used.

NESA - approved calculators maybe used.

Section I (10 marks)

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

Section II (60 marks)

- There will be FOUR questions.
- All questions will be worth 15 marks.
- Each question will consist of a number of short-answer parts.

Internal Assessment

The mandatory components and weightings for the HSC course are set out below.

For Mathematics Extension 1, the internal assessment mark submitted to the Board may be based on the whole course (ie both preliminary and HSC courses).

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
		100

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%.

Course: Mathematics Advanced

Category A Course

**2 units for each of Preliminary and HSC
Board developed Course****Prerequisites:**

The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3:

- Algebraic techniques
- Surds and indices
- Equations
- Linear relationships
- Trigonometry and Pythagoras' theorem
- Single variable data analysis

and at least some of the content from the following substrands of Stage 5.3:

- Non-linear relationships
- Properties of Geometrical Shapes.

Exclusions:

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

Course Description

The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course.

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

The study of Mathematics Advanced in Stage 6:

enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely

provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs

provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning

provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role

provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Content

The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions. The Topics and Subtopics are:

Year 11

Topic: Functions

- Working with Functions

Topic: Trigonometric Functions

- Trigonometry and Measure of Angles
- Trigonometric Functions and Identities

Topic: Calculus

- Introduction to Differentiation

Topic: Exponential and Logarithmic Functions

- Logarithms and Exponentials

Topic: Statistical Analysis

- Probability and Discrete Probability Distributions

Year 12

Topic: Functions

- Graphing Techniques

Topic: Trigonometric Functions

- Trigonometric Functions and Graphs

Topic: Calculus

- Differential Calculus
- The Second Derivative
- Integral Calculus

Topic: Financial Mathematics

- Modelling Financial Situations

Topic: Statistical Analysis

- Descriptive Statistics and Bivariate Data Analysis
- Random Variables

Course: Mathematics Advanced**Continued****External Assessment****Mathematics HSC Examination Specifications**

The examination will consist of a written examination paper of three hours duration (plus five minutes reading time) containing two sections with a total mark value of 100 marks. All questions in the examination are compulsory.

The Mathematics examination paper will be based mainly on the Mathematics HSC course and will focus on the course objectives and HSC course outcomes.

The Mathematics Preliminary course will be assumed knowledge for this examination. Questions focusing on Mathematics HSC course outcomes may also relate to knowledge, skills and understanding from the Mathematics Preliminary course.

The reference sheet for Mathematics, Mathematics Extension 1 and Mathematics Extension 2 will be provided. In addition to basic examination equipment, a pair of compasses, set squares, a protractor and a mathematical curve-drawing template may be used. NESA approved calculators may be used.

Section I (10 marks)

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

Section II (90 marks)

- There will be SIX questions.
- All questions will be worth 15 marks.
- Each question will consist of a number of short-answer parts.

Internal Assessment

The mandatory components and weightings for the HSC courses are set out below.

Component	Description	Weighting
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50
		100

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

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

Course: Mathematics Standard 2	Category A Course														
<p>2 units for each of Preliminary and HSC Board Developed Course</p> <p>Prerequisites: For students who intend to study the Mathematics Standard 2 course, it is recommended that they study at least some of the Stage 5.2 content of <i>Mathematics Years 7–10 Syllabus</i>, particularly the Patterns and Algebra topics and <i>Trigonometry</i>, if not all of the content.</p> <p>Exclusions: Students may not study any other Stage 6 mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.</p>															
<p>Course Description:</p> <p>The study of Mathematics Standard 1 in Stage 6:</p> <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs • provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies • provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training. 															
<p>The Mathematics Standard Year 11 course comprises of four Topics, with the Topics divided into Subtopics. The Mathematics Standard 2 Year 12 course content includes the same four Topics and the additional Topic of Networks. The Topics and Subtopics are:</p>															
Year 11 course (120 hours)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Mathematics Standard</th> </tr> <tr> <th style="width: 50%;">Topics</th> <th style="width: 50%;">Subtopics</th> </tr> </thead> <tbody> <tr> <td>Algebra</td> <td>MS-A1 Formulae and Equations MS-A2 Linear Relationships</td> </tr> <tr> <td>Measurement</td> <td>MS-M1 Applications of Measurement MS-M2 Working with Time</td> </tr> <tr> <td>Financial Mathematics</td> <td>MS-F1 Money Matters</td> </tr> <tr> <td>Statistical Analysis</td> <td>MS-S1 Data Analysis MS-S2 Relative Frequency and Probability</td> </tr> </tbody> </table>	Mathematics Standard		Topics	Subtopics	Algebra	MS-A1 Formulae and Equations MS-A2 Linear Relationships	Measurement	MS-M1 Applications of Measurement MS-M2 Working with Time	Financial Mathematics	MS-F1 Money Matters	Statistical Analysis	MS-S1 Data Analysis MS-S2 Relative Frequency and Probability		
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Year 12 Course (120 hours)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Mathematics Standard 2</th> </tr> <tr> <th style="width: 50%;">Topics</th> <th style="width: 50%;">Subtopics</th> </tr> </thead> <tbody> <tr> <td>Algebra</td> <td>MS-A4 Types of Relationships</td> </tr> <tr> <td>Measurement</td> <td>MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios</td> </tr> <tr> <td>Financial Mathematics</td> <td>MS-F4 Investments and Loans MS-F5 Annuities</td> </tr> <tr> <td>Statistical Analysis</td> <td>MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution</td> </tr> <tr> <td>Networks</td> <td>MS-N2 Network Concepts MS-N3 Critical Path Analysis</td> </tr> </tbody> </table>	Mathematics Standard 2		Topics	Subtopics	Algebra	MS-A4 Types of Relationships	Measurement	MS-M6 Non-right-angled Trigonometry MS-M7 Rates and Ratios	Financial Mathematics	MS-F4 Investments and Loans MS-F5 Annuities	Statistical Analysis	MS-S4 Bivariate Data Analysis MS-S5 The Normal Distribution	Networks	MS-N2 Network Concepts MS-N3 Critical Path Analysis
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Course Modern History		Category A Course
<p>Course Description: The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.</p>		
<p>Main Topics Covered:</p> <p><u>Preliminary Course</u></p> <ul style="list-style-type: none"> • Investigating Modern History <ul style="list-style-type: none"> ○ The Nature of Modern History ○ Case Studies • Historical Investigation • The Shaping of the Modern World <p><u>HSC Course</u></p> <ul style="list-style-type: none"> • Core Study: Power and Authority in the Modern World 1919–1946 • National Studies • Peace and Conflict • Change in the Modern World 		
<p>Particular Course Requirements: The Preliminary course is a prerequisite for the HSC course. For the Preliminary course, students must complete the Historical Investigation</p>		
Assessment: HSC course only		
External Assessment	Internal Assessment	
A three hour written examination, with a combination of short-answer and extended response answers.	Core, national and international studies are assessed through a range of tasks including: <ul style="list-style-type: none"> • Research • Source analysis • Historical analysis • Oral and written communication • Historical Investigation (Year 11) 	
100	100	

Course: Music 1		Category A Course	
2 units for each of Preliminary and HSC			
Board 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 learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres. Music 1 is a 2 unit course.			
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:			
<u>HSC course</u>			
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			
External Assessment	Weighting	Internal Assessment	Weighting
45 minute – 1-hour aural exam	30	Core performance	10
**Core Performance (one piece)	20	Core composition	10
		Core musicology	10
**Electives:		Core aural	25
Three electives from any combination of:	20	Elective 1	15
Performance (one piece)	20	Elective 2	15
composition (and submitted composition)	20	Elective 3	15
musicology (one <i>viva voce</i>)			
	110		100

Course: Personal Development Health and Physical Education			Category A Course		
2 units for each of Preliminary and HSC					
Board Developed Course					
Course Description:					
<p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course students focus on major issues related to Australia’s health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p> <p>PDHPE <u>is not</u> a practical course although, it does have some scope to explore movement principles through practical activities.</p>					
Main Topics Covered:					
<u>Preliminary Course</u>					
<ul style="list-style-type: none"> • Core Topics (60%) • Better Health for Individuals: Influences on our health, Health Promotion • The Body in Motion: Skeletal & Muscular Systems; Force; Balance & Motion 					
Optional Component (40%)					
Students select two of the following options:					
<ul style="list-style-type: none"> • First Aid: Basic First Aid in class • Composition and Performance: Movement; Assessing Performances • Fitness Choices: Exercise options; Fitness needs • Outdoor Recreation: Benefits of outdoor recreation; Safe participation 					
<u>HSC Course</u>					
Core Topics (60%)					
<ul style="list-style-type: none"> • Health Priorities in Australia: Causes of death & illness; Ottawa Charter • Factors Affecting Performance: Aerobic/Anaerobic Training; Psychology; Nutrition 					
Optional Component (40%)					
Students select two of the following options:					
<ul style="list-style-type: none"> • The Health of Young People: Health status; Developmental factors • Sport and Physical Activity in Australian Society: Sociocultural perspectives of sport • Sports Medicine: Injury prevention; Treatment; Rehabilitation • Improving Performance: Training programs; Coaching • Equity and Health: Equity and Social Justice 					
Particular Course Requirements:					
In addition to core studies students study two options in each of the Preliminary and HSC courses					
Assessment: HSC course only					
External Assessment		Internal Assessment		Weighting	
A three hour written paper		Core		60	
		Options		40	
100				100	

Course: Physics		Category A Course	
2 units for each of Year 11 and Year 12			
Board Developed Course			
Course Description:			
<p>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 – 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.</p> <p>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.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>			
Main Topics Covered:			
<u>Year 11 Course</u>			
<ul style="list-style-type: none"> • Kinematics • Dynamics • Waves & Thermodynamics • Electricity & Magnetism 			
<u>Year 12 Course</u>			
<ul style="list-style-type: none"> • Advanced Mechanics • Electromagnetism • Nature of light • From the universe to the atom 			
Particular Course Requirements:			
Practical experiences should occupy a minimum of 70 indicative hours across Year 11 and Year 12 course time. A depth study (15 hours) is completed in both years.			
Assessment: Year 12 course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination	100		100
	100		100

NOTE: 2 Unit Mathematics is a minimum requirement

Course: Software Design and Development		Category A Course
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Computer Applications CEC
<p>Course Description: The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities and through these will learn to solve a number of interesting and relevant software problems.</p>		
<p>Main Topics Covered:</p> <p><u>Preliminary Course</u> Concepts and Issues in the Design and Development of Software</p> <ul style="list-style-type: none"> • Social and ethical issues • Hardware and software • Software development approaches <p>Introduction to Software Development</p> <ul style="list-style-type: none"> • Defining the problem and planning software solutions • Building software solutions • Checking software solutions • Modifying software solutions <p>Developing software solutions</p> <p><u>HSC Course</u> Development and Impact of Software Solutions</p> <ul style="list-style-type: none"> • Social and ethical issues • Application of software development approaches <p>Software Development Cycle</p> <ul style="list-style-type: none"> • Defining and understanding the problem • Planning and design of software solutions • Implementation of software solutions • Testing and evaluation of software solutions • Maintenance of software solutions <p>Developing a Solution Package Options:</p> <ul style="list-style-type: none"> • Evolution of programming languages or • Software developer’s view of the hardware 		
<p>Particular Course Requirements Practical experience should occupy a minimum of 20% of the Preliminary course, and a minimum of 25% of the HSC course.</p>		
Assessment : HSC course only		
External Assessment	Internal Assessment	
A three hour written examination	<ul style="list-style-type: none"> • Knowledge and understanding about development and impact of software solutions, the software development cycle • Design and development of software solutions • Project management techniques including documentation, team-work and communication project 	
100	100	

Course: Visual Arts		Course Cost: Yr 11 \$55 Yr 12 \$55		Category A Course	
2 units for each of Preliminary and HSC					
Board Developed Course					
Exclusions between Content Endorsed Courses and the Board 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 Photography Body of Work					
Visual Design – Products developed cannot be used as a Body of Work in Visual Arts					
Course Description:					
Visual Arts involves students in the practice 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 of artist 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.					
While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.					
Main Topics Covered:					
<u>Preliminary Course</u>					
<ul style="list-style-type: none"> • 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. 					
<u>HSC Course</u>					
<ul style="list-style-type: none"> • 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:					
<u>Preliminary Course</u>					
<ul style="list-style-type: none"> • artworks in at least 2 forms and use of a process diary • a broad investigation of ideas in art criticism and art history 					
<u>HSC Course</u>					
<ul style="list-style-type: none"> • 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. 					
Assessment: HSC course only					
External Assessment		Weighting		Internal Assessment	
Weighting		Internal Assessment		Weighting	
A written paper		50		Development of the body of work	
Submission of a body of work		50		Art criticism and art history	
		100			
				100	

Course: Exploring Early Childhood				Course Cost: Yr 11 \$40		Category C Course	
						Yr 12 \$40	
2.units for each of Preliminary and HSC							
<i>There is no formal examination for this course, it does not count for an ATAR</i>							
Course Description:							
<p>The Exploring Early Childhood aims to develop understanding, skills and strategies required when interacting with young children. It gives students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the child, their family and the community. The course offers initial learning experiences that can lead to further post school study at University or TAFE or vocational training in the workplace. Learning may also occur through ongoing life experiences as an area of personal interest.</p> <p>Children and childhood are studied in both theory and practical applications.</p>							
Main Topics Covered:							
<u>Preliminary Course and HSC Course Core Studies:</u>							
Core A: Pregnancy and childbirth							
Core B: Child growth and development							
Core C: Promoting positive behaviour							
Optional Modules:							
• learning experiences for young children		• Children and Change		• Children of Aboriginal and Torres Strait Islander Communities		• Historical and Cultural Contexts of Childhood	
• play and the developing child		• Young Children with Special Needs		• Young Children and the Law			
• starting school							
• gender and young children							
• the children services industry							
• young children and media							
• children’s literature							
• food and nutrition							
• child health and safety							
Particular Course Requirements:							
At least one assessment task will be derived from a formal school examination at the completion of Year 12. Over the course students will complete 3 to 4 assessment tasks per year.							
Assessment: HSC course only							
External Assessment	Weighting	Internal Assessment	Weighting				
No HSC Examination for this course		Knowledge & Understanding	50				
		Skills	50				
			100				

Course: Sport, Lifestyle and Recreation Studies	Category C Course
Exclusions: Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.	
<i>There is no formal HSC examination for this course and it does not count for an ATAR</i>	
<p>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.</p> <p>The course features a highly practical focus; physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understandings to practical situations. The course has a 50% theory component and a 50% practical element.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors that influence health and participation in physical activity • knowledge and understanding of the principles that impact on quality of performance • an ability to analyse and implement strategies to promote health, activity and enhanced performance • a capacity to influence the participation and performance of self and others. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as:</p> <p>Aquatics Athletics Dance First Aid and Sports injuries Fitness Games and Sports Application I Games and Sports Applications II Gymnastics Healthy Lifestyle Individual Games and Sports Applications Outdoor Recreation Resistance Training Social Perspectives of Games & Sports Sports Administration Sports Coaching and training</p> <p>Assessment tasks will be based on the modules studied throughout the course.</p>	

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

Course: **Business Services**
Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of BSB30120 Certificate III in Business (Release 1) <https://training.gov.au/training/details/bsb30120>.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve 13 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students must complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

Business Services Training Package (BSB 8.0) Units of Competency

Core

BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXC301	Engage in workplace communication

Electives

BSBTEC202	Use digital technologies to communicate in the work environment
BSBTEC303	Create electronic presentation
BSBOPS201	Work effectively in business environments
BSBINS302	Organise workplace information
BSBTEC301	Design and produce business documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- working within the business services industry involves customer (client) service
- using technology to organise information
- creativity
- critical thinking
- problem solving

Examples of occupations in the business services industry:

- medical administration
- office administration
- information desk operator
- clerical worker
- receptionist
- records and information administration

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary - \$Nil HSC - \$Nil

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

	2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services ▪ Public Schools NSW, Tamworth RTO 90162	
▪ This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.		
Course:-Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course)	▪ 2 or 4 Preliminary and/or HSC units in total ▪ Category B for Australian Tertiary Admission Rank (ATAR) Statement of Attainment course)	
By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of <u>CUA30420 - Certificate III in Live Production and Technical Services</u> . ▪ You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all 15 competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.		
Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the entertainment industry. They should be able to use a personal digital device including a personal computer or laptop.		
Creative Arts and Culture Training Package (CUA - 5.1) Units of Competency		
Core CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry. Electives CPCCWHS1001 Prepare to work safely in the construction industry CUASOU306 Operate sound and reinforcement systems CUAWHS312 Apply work health and safety practices CUALGT311 Operate basic lighting	Electives Cont. CUASTA311 Assist with production for live performances CUAVSS312 Operate vision systems CUASMT311 Work effectively backstage during performances CUASTA212 Assist with bump in bump out of shows CUASOU331 Undertake live audio operations SITXCCS006 Provide service to customers	
Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.		
Pathways to Industry - Skills gained in this course transfer to other occupations		
Working within the Live production and Technical Services Industry involves: ▪ Technical production ▪ customer (client) service	▪ teamwork ▪ using digital technologies ▪ creating documents	
Examples of occupations in the Live Production and Technical Services Industry: There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in similar work environments.		
Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. The HSC specialisation study includes an additional 60 hours of course work. External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.		
Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency. Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.		
Course Cost: Preliminary - \$40 HSC - \$40 School Specific equipment and associate requirements for students	Refunds Refund Arrangements on a pro-rata basis.	
A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships		
Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions		
2023 Course Descriptor Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support.</i>		

 <p>NSW GOVERNMENT Education</p>	<p>2023 HOSPITALITY COURSE DESCRIPTOR SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162</p>																													
<p>This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time</p>																														
<p>Course: Hospitality Board Developed Course (240 hour)</p>	<p>2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank(ATAR)</p>																													
<p>By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT20316 Certificate II in Hospitality (Release 2) https://training.gov.au/Training/Details/SIT20316</p> <p>You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>																														
<p>Recommended Entry Requirements Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in a hospitality environment. They should be able to use a personal digital device including a personal computer or laptop.</p>																														
<p>Tourism, Travel and Hospitality Training Package (SIT 1.2) Units of Competency</p>																														
<p>Core</p> <table border="0"> <tr><td>BSBWOR203</td><td>Work effectively with others</td></tr> <tr><td>SITXCOM002</td><td>Show social and cultural sensitivity</td></tr> <tr><td>SITXWHS001</td><td>Participate in safe work practices</td></tr> <tr><td>SITHIND002</td><td>Source and use information on the Hospitality Industry</td></tr> <tr><td>SITXCCS003</td><td>Interact with customers</td></tr> <tr><td>SITHIND003</td><td>Use hospitality skills effectively</td></tr> </table>	BSBWOR203	Work effectively with others	SITXCOM002	Show social and cultural sensitivity	SITXWHS001	Participate in safe work practices	SITHIND002	Source and use information on the Hospitality Industry	SITXCCS003	Interact with customers	SITHIND003	Use hospitality skills effectively	<p>Electives</p> <table border="0"> <tr><td>SITXFSA001</td><td>Use hygienic practices for food safety</td></tr> <tr><td>SITHFAB004</td><td>Prepare and serve non-alcoholic beverages</td></tr> <tr><td>SITHFAB005</td><td>Prepare and serve espresso coffee</td></tr> <tr><td>SITHFAB007</td><td>Serve food and beverage</td></tr> <tr><td>SITHCCC001</td><td>Use food preparation equipment</td></tr> <tr><td>SITXFSA002</td><td>Participate in safe food handling practices</td></tr> <tr><td>BSBSUS201</td><td>Participate in environmentally sustainable work practices</td></tr> <tr><td>BSBCMM201</td><td>Communicate in the workplace</td></tr> </table>		SITXFSA001	Use hygienic practices for food safety	SITHFAB004	Prepare and serve non-alcoholic beverages	SITHFAB005	Prepare and serve espresso coffee	SITHFAB007	Serve food and beverage	SITHCCC001	Use food preparation equipment	SITXFSA002	Participate in safe food handling practices	BSBSUS201	Participate in environmentally sustainable work practices	BSBCMM201	Communicate in the workplace
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SITXFSA001	Use hygienic practices for food safety																													
SITHFAB004	Prepare and serve non-alcoholic beverages																													
SITHFAB005	Prepare and serve espresso coffee																													
SITHFAB007	Serve food and beverage																													
SITHCCC001	Use food preparation equipment																													
SITXFSA002	Participate in safe food handling practices																													
BSBSUS201	Participate in environmentally sustainable work practices																													
BSBCMM201	Communicate in the workplace																													
<p>Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.</p>																														
<p>Pathways to Industry - Skills gained in this course transfer to other occupations</p>																														
<p>Working within the hospitality industry involves</p> <ul style="list-style-type: none"> ▪ organising information and records in both paper and electronic forms ▪ customer (client) service 	<ul style="list-style-type: none"> ▪ teamwork ▪ using technologies ▪ creating documents 																													
<p>Examples of occupations in the hospitality industry:</p> <ul style="list-style-type: none"> • café attendant • catering assistant • food and beverage attendant 																														
<p>Mandatory HSC Course Requirements Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.</p> <p>External Assessment (optional HSC examination for ATAR purposes) The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>																														
<p>Competency-Based Assessment Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.</p> <p>Appeals and Complaints Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.</p>																														
<p>Course Cost: Preliminary - \$175 HSC - \$150 School Specific equipment and associate requirements for students</p>	<p>Refunds Refund Arrangements on a pro-rata basis.</p>																													
<p>A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>																														
<p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>																														
<p>2023 Course Descriptor SIT20316 Certificate II in Hospitality Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022 <i>Disclaimer: If you require accessible documents, please contact your VET coordinator for support</i></p>																														



Education

2023 MANUFACTURING AND ENGINEERING INTRODUCTION COURSE DESCRIPTOR
MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413
Certificate II in Engineering Pathways
 Public Schools NSW, Tamworth RTO 90162

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

Course: **Manufacturing and Engineering - Introduction**
 Board Endorsed Course **240 hour**

2 or 4 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you with the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways <https://training.gov.au/Training/Details/MEM10119> and <https://training.gov.au/Training/Details/MEM20413> as outlined in the TAS.

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the manufacturing engineering industry. Students should be able to carry out manual activities eg lifting, carrying and shifting loads of materials and have the ability to use hand and power tools. They should be able to use a personal digital device including a personal computer or laptop.

Manufacturing and Engineering Training Package (MEM 2.1) Units of Competency

Core

MEM13015 Work safely and effectively in manufacturing and engineering
 MEMPE006A Undertake a basic engineering project
 MEMPE005A Develop a career plan for the engineering and manufacturing industry

Electives:

MEM16006 Organise and communicate information
 MEM11011 Undertake manual handling
 MEM12024 Perform computations
 MEM18001 Use hand tools
 MEM18002 Use power tools/handheld operations
 MEM16008 Interact with computing technology
 MEM07032 Use workshop machines for basic operations
 MEMPE001A Use engineering workshop machines
 MEMPE002A Use electric welding machines
 MEMPE004A Use fabrication equipment

Refer to the TAS for the qualification packaging rules.

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

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification defines entry-level skills and knowledge to assist workers entering employment as engineering/manufacturing employees within the metal, engineering, manufacturing and associated industries.

Examples of occupations in the Manufacturing and Engineering industry:

- fitter
- refrigeration and air conditioning mechanic
- toolmaker
- machinist
- maintenance fitter

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

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

Appeals and Complaints

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

▪ **Course Cost: Preliminary - \$75 HSC - \$70**
School Specific equipment and associate requirements for students

▪ **Refunds**
 Refund Arrangements on a pro-rata basis.

A school-based traineeship is NOT available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2023 Course Descriptor MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways
 Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022

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

Course: Primary Industries
Board Developed Course (240 hour)

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

By enrolling in a VET qualification with Public Schools NSW, Tamworth RTO 90162 you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements Of AHC20116 Certificate II in Agriculture (Release 7) <https://training.gov.au/Training/Details/AHC20116>

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry Requirements

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in an agricultural environment. They should be able to use a personal digital device including a personal computer or laptop.

Agriculture, Horticulture and Conservation and Land Management Training Package (AHC - 7.1) Units of Competency

Core			
AHCWHS201	Participate in work health and safety processes	AHCMOM202	Operate tractors
AHCWRK204	Work effectively in the industry	AHCMOM304	Operate machinery and equipment
AHCWRK209	Participate in environmentally sustainable work practices.	AHCLSK211	Provide feed for livestock
		AHCLSK209	Monitor water supplies
		AHCINF202	Install, maintain and repair farm fencing
		AHCINF201	Carry out basic electric fencing operations
		AHCLSK316	Prepare livestock for competition
		AHCBIO201	Inspect and clean machinery for plant, animal and soil
Electives			
AHCWRK205	Participate in workplace communications		
AHCWRK201	Observe and report on weather		
AHCPMG201	Treat weeds		
AHCCHM201	Apply chemicals under supervision		
Healthy Livestock			
AHCLSK202	Care for health and welfare of livestock		
AHCLSK205	Handle livestock using basic techniques		
AHCLSK206	Identify and mark livestock		
AHCLSK204	Carry out regular livestock observations		

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, plant or livestock context as a job focus.

Examples of occupations in the agricultural industry:

- farm or station hand/labourer
- nursery assistant
- assistant farm or station worker
- shearing hand
- livestock worker
- assistant animal attendant/stockperson

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course Cost: Preliminary -Nil HSC - Nil

A school-based traineeship is available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

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

2023 Course Descriptor AHC20116 Certificate II in Agriculture Public Schools NSW, Tamworth RTO 90162 V1.2 Updated March 2022
Disclaimer: If you require accessible documents, please contact your VET coordinator for support

