

Rose Bay Secondary College

# Senior Curriculum

2024-2025



A message to Year 12 students of 2025.....	4
INFORMATION ABOUT THE HSC .....	5
What types of courses can I select? .....	5
Requirements for the award of the HSC.....	8
FAQs .....	10
ATAR .....	11
Pathways .....	12
Subject Checklist.....	13
Courses on offer.....	14
ENGLISH .....	15
English Standard .....	15
English Studies.....	16
English Advanced.....	17
English Extension 1 .....	18
English Extension 2 .....	19
English as an Additional Language or Dialect (EAL/D) .....	20
MATHEMATICS .....	21
Mathematics Standard.....	21
Mathematics Advanced .....	22
Mathematics Extension 1.....	23
Mathematics Extension 2.....	24
Numeracy Stage 6.....	25
SCIENCE .....	26
Biology.....	26
Chemistry .....	27
Earth and Environmental Science .....	28
Investigating Science.....	29
Physics .....	30
HISTORY .....	31
Aboriginal Studies .....	31
Ancient History .....	32
Modern History .....	33
Society & Culture .....	34
Studies of Religion .....	35





HSC History Extension.....	36
French .....	37
SOCIAL SCIENCE .....	38
Business Studies.....	38
Economics .....	39
Geography.....	40
Legal Studies .....	41
Work Studies .....	42
TECHNOLOGICAL AND APPLIED STUDIES.....	43
Design and Technology .....	43
Food Technology .....	44
Industrial Technology – Timber & Furnishings .....	45
Software Design and Development .....	46
CREATIVE AND PERFORMING ARTS.....	47
Dance .....	47
Drama.....	48
Music 1.....	49
Music 2.....	50
Photography, Video and Digital Imaging.....	51
Visual Arts.....	52
Music Extension.....	53
PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION .....	54
Community and Family Studies.....	54
Personal Development, Health and Physical Education.....	55
Sports, Lifestyle and Recreation .....	56
VOCATIONAL EDUCATION AND TRAINING (VET).....	57
Screen and Media.....	57
Entertainment Industry .....	59
HSC VET course requirements .....	61
University Admission Centre (UAC) Top Tips.....	62



## A message to the Year 12 students of 2025

Choosing the right path of study is a big decision. Your aim is to attain the best HSC result you can. So, you should choose courses that you are good at, interested in and may use in the future.

When considering which courses to study, explore the content of a course.

For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams?

Talk with your teachers and Careers Advisor about your strengths and weaknesses, as well as individual course requirements, before making your selections.

When selecting your courses for 2022-2023, you should:

- ensure that you meet the requirements of the HSC
- ensure you meet the requirements for an ATAR
- recognise your skills and build on your strengths and interests
- take into account any plans you may have for the future
- be well informed - read this booklet carefully and ask questions

I wish you all the best in your senior studies. Years 11 and 12 can be the most rewarding years of your school life and choosing the right courses will play a significant part. We have many supports for you here at Rose Bay Secondary College and will all strive to help you achieve your personal best.

Ms Anna Buckley  
Deputy Principal



## INFORMATION ABOUT THE HSC

---

- The Higher School Certificate (HSC) recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, the HSC offers you a full range of courses complementing individual abilities, interests and goals.
- Courses are linked to further education and training.
- Extension courses enable students to undertake more in-depth study in areas of special interest.
- Vocational Education and Training (VET) courses count towards the HSC and can lead to qualifications recognised across a range of industries.
- The HSC includes Life Skills courses for students with special education needs.
- For each course you will receive easy-to-understand reports which provide indications of what you have demonstrated you know, understand and can do in each course.

### What types of courses can I select at RBSC?

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

#### Board Developed Courses

---

NESA develops these courses' syllabus and support documents which contains:

- The course objectives, structure, content and outcomes
- Specific course requirements
- Assessment requirements
- Sample examination papers and marking guidelines
- All students entered for the HSC who are studying Board Developed Courses follow these syllabuses. These courses are examined externally at the end of the Year 12 course and can count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

#### Board Endorsed Courses

---

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by NESA to cater for areas of special interest not covered in the Board Developed Courses.
- Schools may also design courses to meet student needs. NESA must approve these courses. Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.
- Some Board Endorsed Courses are one-year only courses.
- There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement. Board Endorsed Courses do not count in the calculation of an ATAR.





## Vocational Education and Training (VET) Courses

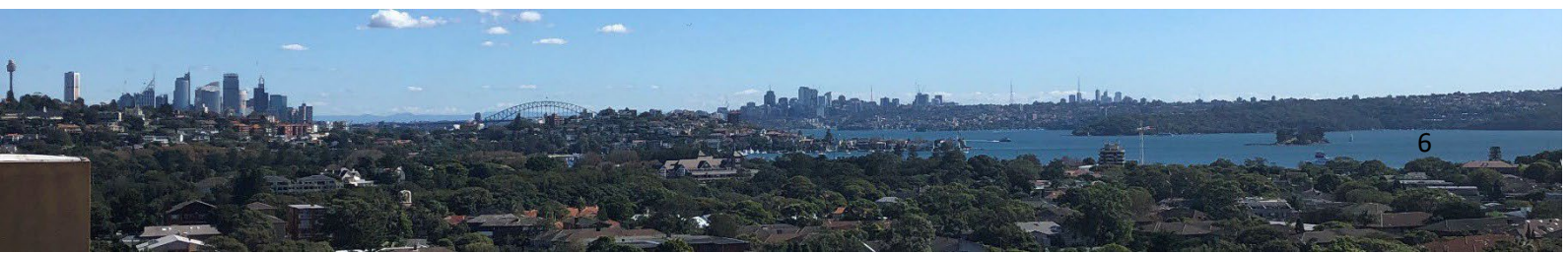
Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications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

## TAFE Delivered VET (TVET) Courses (face-face)

Students have an opportunity to study an area of interest that is not offered at school through the TAFE NSW TVET Program. A student's place in a TVET course is not guaranteed and is subject to availability, course relevance and the student's access to available courses determined by TAFE NSW. Students must complete an expression of interest TVET application available from your Deputy Principal and have a parent meeting to discuss this option. TVET courses are taught at Sydney TAFE campuses and usually run on a Tuesday afternoon from 1:30-5:30pm. Students are expected to catch up on work missed at school during this time. Attendance each week is compulsory for TVET courses. If a student is going to be absent for any reason they must inform the Careers Advisor as soon as possible. Like courses at school, some TVET courses can go towards your ATAR and others can't. For more information, please visit the [TAFE NSW website](#).

## TAFE Delivered Launchpad Courses (online)

Students have an opportunity to study an area of interest that is not offered at school through the TAFE NSW Launchpad Program. A student's place in a Launchpad course is not guaranteed and is subject to availability, course relevance and the student's access to available courses determined by TAFE NSW. Students must complete an expression of interest Launchpad application available from your Deputy Principal and have a parent meeting to discuss this option. These will be studied in a blended mode; independent online learning at school AND workshops AND work placements (up to 80hours). Virtual classrooms will be scheduled between 12 and 3pm, one day per week. **Workshops could be held during school time or during school holidays** and students will be notified of workshop locations when they receive an offer. For more information, please visit the TAFE NSW website or see Careers Advisor.



## [NSW School of Languages and Secondary College of Languages](#)

Students wishing to study a language that is not offered at the school can apply to the [NSW School of Languages](#) or the [Secondary College of Languages](#). NESA criteria for the HSC applies. This involves a distance education model where students work independently in scheduled lessons on their course of study. Student learning is supported by the NSW School of Languages through a program of written materials, telephone lessons, video conferencing, online activities and forums, email, teacher visits to the student's home school and study days at the school.

See your Deputy Principal to discuss this option.

## [Life Skills Courses as part of a Special Program of Study](#)

For a small percentage of students with special education needs, in particular for those students with an intellectual disability, it may be determined that the regular outcomes and content in one or more Board syllabuses and Board Endorsed courses are not appropriate. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program.

A decision to allow a student to undertake Life Skills outcomes and content in one or more Years 11 - 12 courses is made collaboratively with the student, parents/carers and the school. Information about collaborative curriculum planning is available at ACE 3004 Collaborative curriculum planning. The appropriate timing of the decision to access Life Skills outcomes and content in Years 11 - 12 course will be determined by the needs of the individual student and the collaborative planning process.

Students studying a Life Skills study pattern may be awarded the HSC but are not eligible for an ATAR available.



## Requirements for the award of the HSC

If you wish to be awarded the HSC:

- You must study a **minimum of 12 units in the Year 11** course and a **minimum of 10 units in the Year 12** course.

### **Both the Year 11 course and the Year 12 course must include the following:**

- 6 units from Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects
  
- You may study a maximum of 6 units of Science in Year 11 (7 units of Science can contribute to Higher School Certificate eligibility using 1 unit Year 12 Science Extension course).
- You must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.
- You must have sat and made a serious attempt at the required Higher School Certificate examinations.
- You must have applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course.

## HSC: All My Own Work

All students entered for the HSC award are required to have satisfactorily completed the HSC program 'HSC: All My Own Work'. At Rose Bay Secondary College, students will undertake this program as part of the content delivered in the final weeks of Year 10. Attendance during these weeks is compulsory and the 'All My Own Work' program will assist you to understand the principles and practices of good scholarship.





### [HSC Minimum Standard Testing](#)

From 2020, only students who meet the HSC minimum standard in the areas of numeracy, reading and writing will receive a Higher School Certificate testamur. Other students will graduate with a Record of School Achievement (ROSA). Students do not need to meet the HSC minimum standard to study HSC courses, sit HSC exams or to receive an ATAR. HSC Minimum Standards is assessed through online testing with students having to successfully complete an online test. Students get two windows of time a year to sit each of the tests from Year 10 up to five years after starting their first HSC course. Students will be advised of their progress through NSW Students Online website.

### [HSC Minimum Standard Testing and Students with Disabilities](#)

Students with disabilities eligible for extra provisions for the online tests, or an exemption. Talk to your teachers to determine whether you are eligible for provisions. A Disability Provisions, Exemptions and Appeals policy is available on the NESA website.

For more information visit [NESA Minimum Standard](#)

### [Additional information:](#)

NESA Website contains information about [subjects](#) and the [HSC](#).

[Steps to Uni for Year 10 Students](#), published by UAC contains important information about entry to university courses, course prerequisites and other information to assist your choice of HSC courses for study in Years 11 and 12 in preparation for university entry.



## [FAQs](#)

### [What are units?](#)

All courses offered for the HSC have a unit value of 1 unit or 2 units. Most courses are 2 units. In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

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

1 unit (approximately 60 hours per year) = 50 marks

### [Extension Courses](#)

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

English and Mathematics Extension Courses are available at Year 11 and Year 12 levels. Students must study the Year 11 extension course in these subjects before proceeding to the two Year 12 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 History, Science and Music are offered and examined in Year 12 only.

Extension courses are generally timetabled outside normal school hours, either before or after school. Students nominating to study a subject at an extension level need to be aware of the additional commitment of time required to succeed in these more challenging courses.

### [Preliminary Course](#)

Subjects in the senior years have been divided into the Year 11 course (Terms 1, 2 and 3 in 2024) and the Year 12 course (Term 4 in 2024 and Terms 1, 2 and 3 in 2025).

A Year 11 course must be satisfactorily completed before students are able to begin the Year 12 course.



## Australian Tertiary Admission Rank (ATAR)

Applications for each university course are ranked in order of merit using the ATAR. The ATAR is a scale between 0 and 99.95 which indicates your placing in the state, relative to all other candidates for the HSC.

The ATAR will continue to be calculated on **2 units of English, plus the 8 best units**.

Courses that schools offer with an HSC examination can count towards the calculation of the ATAR.

### Optional HSC examination courses:

**English Studies** is a Board Developed Course. It is for students who wish to refine their skills and knowledge in English and consolidate their literacy skills. It is a course for students seeking an alternative to the English Standard course, and who intend to proceed from school directly into employment or vocational training. Students of this course who wish to obtain an ATAR are required by the Universities Admission Centre (UAC) to sit the optional HSC examination.

**Mathematics Standard 1** is a Board Developed Course with an optional HSC examination. It develops and refines students' skills and knowledge in mathematics and consolidates their numeracy skills. It is a course for students who intend to proceed from school with an appropriate mathematical background for entering the workforce and/or undertaking further community and workplace training.

### Calculation of the ATAR

The ATAR is based on an aggregate of scaled marks in ten units of Board Developed courses comprising:

- The best two units of English
- The best eight units from the remaining units, subject to the provision that HSC examinations have been complete for all subjects.

### Subjects and Courses

A subject is the general name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the course will include English Standard, English Advanced, HSC English Extension 1, etc.





## HSC Pathways

While most students complete their HSC over two years during Years 11 and 12, there are other options. If you want to study while you work, care for your family or, for example, take part in elite sports or cultural activities, one of these five pathways may be suitable for you.

Pathway	Description
1. Accumulating	You can take up to five consecutive years to finish your studies, starting from the first year you complete an HSC course. After five years, you must have met all HSC requirements, including the <a href="#">HSC minimum standard</a> (from 2020).
2. Repeating	You can repeat one or more courses within the five years (see pathway 1) without penalty. Your Record of Achievement will show the results of all attempts. The Universities Admissions Centre (UAC) will calculate your Australian Tertiary Admission Rank (ATAR) from the results of your most recent attempt.
3. Transferring credit and recognition of prior learning (RPL)	You may be able to count courses you did at TAFE or other educational institutions towards your HSC as 'credit transfer'. Or, you may not need to complete some course components if you can show that you have met the necessary outcomes in another way, such as through interstate study, as 'RPL'. This may apply to a Preliminary course, part of a Preliminary course or part of an HSC course.
4. Accelerating	You may be able to accelerate in a course, sit for the HSC exam for that course (usually at the end of Year 11) and accumulate your results.
5. Studying during an apprenticeship or traineeship	You can complete a school-based apprenticeship or traineeship while you study. These combine paid work and training, lead to a recognised Vocational Education and Training (VET) credential and count towards your HSC.

## HSC-university pathways

If you have achieved high-level results at school you can apply to undertake university studies while you are studying for the HSC.

For students from Year 11 onwards, Macquarie University and the University of New England offer HSC-University Pathways programs. For further details about the program and the application process, contact the university directly.

Visit the [UAC website](#) for more information about ATAR eligibility.



### Choosing your subjects checklist:

- Read this book carefully.
- Talk to your teachers for advice on which course is right for you.
- Talk to your parents /carers and discuss future goals and options.
- Choose courses on interest, ability and need.
- Do not choose courses because of 'scaling' – you will always do better in the courses that are right for you.
- Connect with the Careers Advisor Ms Lockton about study patterns and post-school opportunities.
- Decide the most appropriate course of study pathway for your requirements.
- Check that your choices meet the HSC and/or ATAR requirements.
- Be realistic about how many subjects with Major Works you can successfully achieve.
- Be realistic in considering your commitments, time availability and other responsibilities.



## Courses on offer

The following pages list the courses offered at Rose Bay Secondary College School Certificate pattern of study. Some courses may not be able to be offered if the number of students required is not met.

Eligibility rules apply to the study of English as an Additional Language or Dialect (EAL/D). Rules and prerequisites apply to the study of Extension courses.

Faculty	Courses	Extension Courses
<b>Creative and Performing Arts (CAPA)</b> * You must study Music 2 to study HSC Music Extension	Dance Drama Music 1 Music 2 * Photography, Video & Digital Imaging (non-ATAR) Screen and Media (VET non ATAR) Visual Arts Live Production and Services (VET non-ATAR)	HSC Music Extension
<b>English</b>	English Standard English Studies (optional ATAR) English Advanced English as an Additional Language or Dialect	Year 11 English Extension HSC English Extension 1 HSC English Extension 2
<b>History</b> Students may study either or both Ancient and Modern History courses	Aboriginal Studies Ancient History Modern History Society and Culture Studies of Religion	HSC History Extension
<b>Mathematics</b>	Mathematics Standard 2 Standard 1 (Year 12 only, optional ATAR) Mathematics Advanced Numeracy Stage 6	Year 11 Mathematics Extension 1 HSC Mathematics Extension 1 HSC Mathematics Extension 2
<b>Personal Development, Health and Physical Education (PD/H/PE)</b>	Community and Family Studies Personal Development, Health & Physical Education Sport, Lifestyle and Recreation (non-ATAR)	
<b>Science</b>	Biology Chemistry Earth and Environmental Science Investigating Science Physics	HSC Science Extension
<b>Social Science</b>	Business Studies Economics Geography Legal Studies Work Studies (non ATAR)	
<b>Technological and Applied Studies (TAS)</b>	Design and Technology Engineering Studies Food Technology Industrial Technology Timber Software Design and Development	



# English



**2 units for English Preliminary and 2 units of English HSC must contribute to your ATAR / HSC**

## English Standard

### Course Description

The [English Standard](#) course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. The English Standard course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. The course provides diverse approaches to texts so that students may become flexible and critical thinkers. They further develop skills in literacy, and independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education.

### Year 11:

- Common Module – Reading to Write – Transition to Senior English
- Module A: Contemporary Possibilities
- Module B: Close Study of Literature

### Year 12:

- Common Module: Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

Students will be placed into Advanced classes if their Year 10 end of year assessment ranks them below 80%. Students who have achieved a mark over 80% may select Standard English in consultation with their classroom teacher and Head Teacher English.

### Course Requirements:

Across Stage 6 the selection of texts give students experiences of the following:

- a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing & representing as appropriate
- In the HSC English Standard course, students are required to study three types of prescribed texts, one drawn from each other following categories: prose fiction; poetry OR drama; film OR media OR nonfiction. Students must also study ONE related text in the Common Module: Texts and Human Experiences.

# English Studies

## Course Entry Guidelines

[English Studies](#) is designed to meet the specific needs of students who are seeking an alternative to the English Standard course and who intend to proceed directly into employment or vocational training.

English Studies students can undertake an optional HSC examination which will contribute to the student's ATAR.

Students who do not sit for the English Studies HSC Examination must satisfactorily complete the internally assessed course to fulfil English pattern-of-study requirements for the Higher School Certificate, but they are not eligible for the calculation of an ATAR.

## Course Description

The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives. The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language form, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts.

### Year 11:

- Mandatory Module: Achieving through English – English in education, work and community
- An additional 2-4 modules to be studied

### Year 12:

- Common Module: Texts and Human Experiences
- An additional 2-4 modules to be studied

## Course Requirements

The English Studies course is recommended for students who are following a non-ATAR pattern of study and/or students who require intensive extra support with English as determined by the Head Teacher English.

Across Stage 6 students must experience the following:

- A range of literary texts written about intercultural experiences & the peoples & cultures of Asia
- Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- Texts with a wide range of cultural, social and gender perspectives.

# English Advanced

## Course Description

In the [English Advanced](#) course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

### Year 11:

- Common Module – Reading to Write
- Module A: Narratives that Shape Our World
- Module B: Critical Study of Literature

### Year 12:

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

Students will be placed into Advanced classes if their Year 10 end of year assessment ranks them below 80%. Students who have achieved a mark over 80% may select Standard English in consultation with their classroom teacher and Head Teacher English.

## Course Requirements

Students will be placed into Advanced classes if their Year 10 end of year assessment is above 80% and their classwork in Year 10 has demonstrated **persistence, application and achievement**.

Across Stage 6 the selection of texts must give students experiences of the following:

- a range of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.
- The HSC English Advanced course requires the close study of four prescribed texts which must be drawn from Shakespearean drama; prose fiction and; poetry OR drama. Students must study one related text in the common module: Texts and Human Experiences.



## English Extension 1

1 Units for Preliminary and HSC – Board Developed Course

Prerequisite: English Advanced

English Extension 1 must be completed in Preliminary to study HSC English 1 and HSC English Extension 2

### Course Description

The [English Extension 1](#) course enables students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Students have the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. Throughout the course students explore and evaluate multiple meanings and relative values of texts. They engage with complex texts that intellectually challenge them to think creatively about the way that literature shapes and reflects the global world.

### Year 11:

- Module: Texts, Cultures and Values
- Related research project

### Year 12:

- Common Module: Literary Worlds with ONE elective option

### Course Requirements

- This highly demanding course is suitable for those students as determined by the Head Teacher English.
- In the Preliminary and HSC English Standard Course students are required to experience:
- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.
- texts with a wide range of cultural, social and gender perspectives.
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Year 11 English Extension 1 course requires students to examine a key text from the past and its manifestations in one or more recent cultures.

The HSC English (Extension) Course 1 requires the study of at least three prescribed texts for the module study, including at least two extended print texts.

## HSC English Extension 2

Prerequisites: Advanced English, English Extension 1 Preliminary and HSC English Extension 1

### Course Description

The English Extension 2 course enables students to master skills in the composition process to create a substantial and original Major Work that extends their knowledge, understanding and skills developed throughout Stage 6 English courses. Through the creative process they pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions.

### Year 12:

- The Composition Process: Major Work; Reflection Statement; The Major Work Journal

### Course Requirements

The HSC English (Extension) Course 2 requires extensive independent investigation involving a range of complex texts during the composition process. Students document this in their Major Work Journal and Reflection Statement.

## English as an Additional Language or Dialect (EAL/D)

### Course Description

The EAL/D course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. The course offers rich language experiences that are reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing. Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts.

### Year 11:

- Module A: Language and Texts in Context
- Module B: Close Study of Text
- Module C: Texts and Society
- Optional teacher-developed module

### Year 12:

- Module A: Texts and Human Experiences
- Module B: Language, Identity and Culture
- Module C: Close Study of Text
- Focus on Writing

### Course Requirements

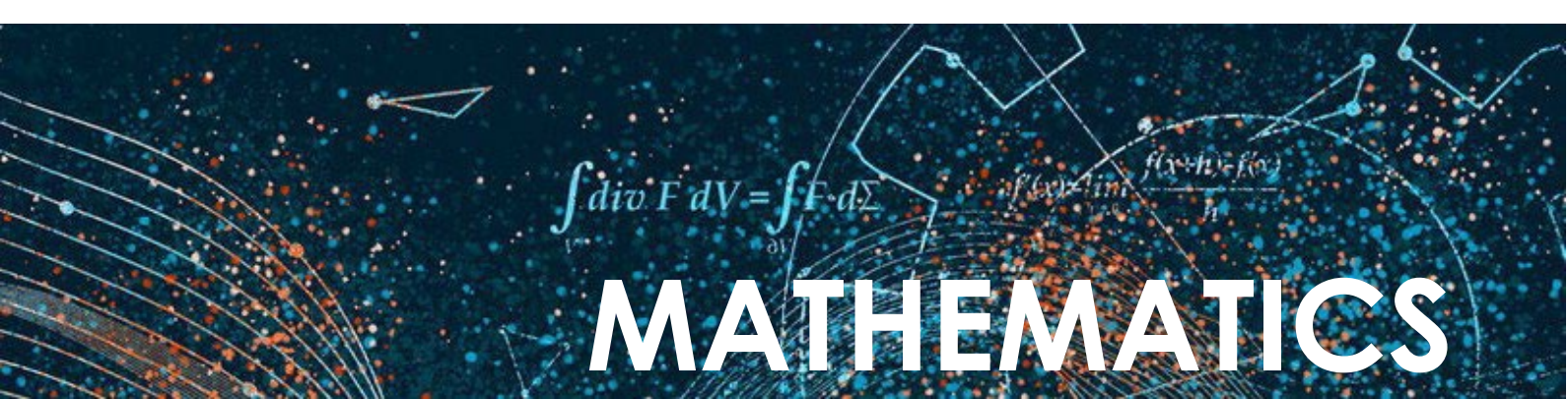
In the Preliminary and HSC English Standard Course students are required to experience:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia.
- texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples.
- texts with a wide range of cultural, social and gender perspectives.
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

The Preliminary English EAL/D course also requires study of one substantial literary text as well as a range of text types. Students support their study of texts with their own wide reading.

The HSC English EAL/D course also requires close study of at least three types of prescribed texts drawn from prose fiction; poetry OR drama; nonfiction OR film OR media. Students must study one related text in Module A: Texts and Human Experiences.





# MATHEMATICS

## Mathematics Standard

2 Units for Preliminary and HSC – Board Developed Course

**Recommended assumed knowledge:** This course assumes that students have achieved most outcomes of the Mathematics 5.1 & 5.2 course.

**Exclusions:** Mathematics Advanced, Mathematics Extension 1

**Course Requirements:** A scientific calculator is essential

### Course Description

[Mathematics Standards](#) provides students with the opportunity to develop their knowledge, understanding and skills in working mathematically, improve their skills to solve problems relating to their present and future needs, and improve their understanding of how to communicate in a concise and systematic manner. The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard Syllabus. In Year 12, students can elect to study either the Standard 1 course (Category B) or the Standard 2 course (Category A). To be eligible for an ATAR, students studying the Mathematics Standard 1 course must undertake a pattern of study to satisfy the ATAR requirements and complete the optional HSC examination.

### Patterns of study

<p><b>Year 11 Standard</b></p> <p>Topic: Algebra Topic: Measurement Topic: Financial Mathematics Topic: Statistical Analysis</p>	<p><b>* Year 12 Standard 1</b></p> <p>Topic: Algebra Topic: Measurement Topic: Financial Mathematics Topic: Statistical Analysis Topic: Networks</p> <p>Optional HSC Examination (ATAR)</p>	<p><b>Year 12 Standard 2</b></p> <p>Topic: Algebra Topic: Measurement Topic: Financial Mathematics Topic: Statistical Analysis Topic: Networks</p> <p>HSC Examination</p>
--	---	---

**\* Year 12 Standard 1:** This course may count towards your ATAR if the HSC examination is completed

### Specific Course Entry Guidelines

\*Standard 1 students can undertake an optional HSC examination which will contribute to the student's ATAR. Standard 1 students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

Students who do not sit for the Standard 1 HSC Examination must satisfactorily complete the internally assessed course to fulfil Mathematics pattern-of-study requirements for the Higher School Certificate, but they are not eligible for the calculation of an ATAR.

## Mathematics Advanced

2 Units for Preliminary and HSC – Board Developed Course

This course may count towards your ATAR

Recommended assumed knowledge

This course assumes that a student has achieved the outcomes of the Stage 5.3 course. Students must be competent in solving equations, factorising quadratics, and applications of co-ordinate geometry.

**Exclusions:** Mathematics Standard

### Course Description

[Mathematics Advanced](#) provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty.

#### Year 11:

- Functions
- Trigonometric Functions
- Calculus
- Exponential and Logarithms
- Statistical Analysis

#### Year 12:

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

A scientific calculator is essential for any student studying a Mathematics course in the senior school.

### Assessment

In **Year 11** three tasks will be used to determine a student's school-based assessment. There are two components of this course: Concepts, skills and techniques and Reasoning and communication. Both are weighted equally at 50%.

In **Year 12** four assessment tasks across all content of the course will cover both components in equal weighting. Students must sit a single written examination paper of three hours duration for the Higher School Certificate. Questions based on the Preliminary course will also form a percentage of marks in the Higher School Certificate Examination.

# Mathematics Extension 1

1 Units for Preliminary and HSC – Board Developed Course

Recommended assumed knowledge

Mathematics in Years 11 and 12. The Extension 1 course assumes that students have achieved the outcomes of the Stage 5.3 course and the recommended option topics.

Students must understand the commitment needed to ensure success in this course, as lessons are often held before and after normal school hours.

**Exclusions** Mathematics Standard

## Course Description

[Mathematics Extension 1](#) provides students with the opportunity to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. Students have the opportunity to develop rigorous mathematical arguments and proofs and use mathematical models extensively. Students develop their awareness of the interconnectedness of mathematics, its beauty and its functionality.

### Year 11:

- Functions
- Trigonometric Functions
- Calculus
- Combinatorics

### Year 12:

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

A scientific calculator is essential for students studying a Mathematics course

## Assessment

In **Year 11** three tasks will be used to determine a student's school-based assessment. There are two components of this course: Concepts, skills and techniques and Reasoning and communication. Both are weighted equally at 50%.

In **Year 12** in addition to the Advanced three hour Higher School Certificate, there is a two hour Extension 1 Examination paper.

## Mathematics Extension 2

1 Units for the HSC – Board Developed Course

Recommended assumed knowledge.

The course is designed for students with a special interest in mathematics who have shown that they possess special aptitude for the subject. It is taken in concurrent with Mathematics Extension 1 in HSC.

Students must understand the commitment needed to ensure success in this course, as lessons are often held before and after normal school hours.

**Exclusions** Mathematics Standard

### Course Description

[Mathematics Extension 2](#) provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts. Students have the opportunity to develop strong mathematical manipulation skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value involving invention, intuition and exploration.

### Main topics covered:

- Proof
- Vectors
- Complex Numbers
- Calculus
- Mechanics



## Numeracy Stage 6

2 Units for Preliminary and HSC – Content Endorsed Course (CEC)

This course does not count towards your ATAR as it is a **Category B** course. The Numeracy course is a Content Endorsed Course (CEC) developed by NESA.

These courses can be included in the achievement of the HSC but are not externally examined and do not contribute to the calculation of an ATAR.

This course assumes that a student has achieved the outcomes of the Stage 5 Mathematics course.

**Exclusions:** suggested exclusions Advanced, Extension 1 and Extension 2 Mathematics

### Course Description

The [Numeracy Content Endorsed Course \(CEC\)](#) (PDF, 1 page, 296KB) is a new course focused on the development and consolidation of core numeracy skills. These skills are developed through authentic and relevant learning scenarios such as budgeting, shopping, record and account keeping, and a range of real-life activities requiring numeracy. The course is aligned to the [Australian Core Skills Framework \(ACSF\)](#) Level 3, a nationally agreed level of functional numeracy.

Numerical reasoning and mathematical thinking involves questioning, communicating, reasoning and reflecting and promotes students' ability to generalise, challenge, find connections and think critically and creatively.

The Numeracy course is focused on building functional and practical skills including:

- Budgeting
- Earning and spending money
- Using probability in everyday situations
- Interpreting statistics in the media
- Understanding plans and maps

A scientific calculator is essential for any student studying a Numeracy course in the senior school.

### Assessment

The Numeracy Stage 6 course is a Content Endorsed Course (CEC). CECs are developed by NESA to address particular needs and may cater for a wide candidature of students. CECs are not externally examined, and results are not eligible for inclusion in the calculation of the Australian Tertiary Admissions Rank (ATAR).

As a CEC, there is no HSC examination for the Numeracy course. Assessment in this course is school-based. Teachers award a grade in Year 11 using the Common Grade Scale and an assessment grade in Year 12 using the Achievement Level Descriptions for reporting achievement.

# SCIENCE

## Biology

2 Units for Preliminary and HSC – Board Developed Course

### Course Description

The study of [Biology](#) in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

### Content

The diagram provides an illustrative representation of elements of the course and their relationship. The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

### Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.



Year 11 Course - 4 modules	Year 12 Course - 4 modules
<ul style="list-style-type: none"><li>• Cells as the Basis of Life</li><li>• Organisation of Living Things</li><li>• Biological Diversity</li><li>• Ecosystem Dynamics</li></ul>	<ul style="list-style-type: none"><li>• Heredity</li><li>• Genetic Change</li><li>• Infectious Disease</li><li>• Non-Infectious Disease and Disorders</li></ul>

# Chemistry

2 Units for Preliminary and HSC – Board Developed Course

## Course Description

The study of [Chemistry](#) in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

## Content

The diagram provides an illustrative representation of elements of the course and their relationship. The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

## Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.



### Year 11 Course - 4 modules

- Properties and Structure of Matter
- Introduction to Quantitative Chemistry
- Reactive Chemistry
- Drivers of Reactions

### Year 12 Course - 4 modules

- Equilibrium and Acid Reactions
- Acid/Base Reactions
- Organic Chemistry
- Applying Chemical Ideas

# Earth and Environmental Science

2 Units for Preliminary and HSC – Board Developed Course

Recommended assumed knowledge

It would benefit students who wish to study [Earth and Environmental Science](#), Geology, Engineering, Water Health and Contamination, Environmental Assessment and Management, Mining and Exploration and Oil, as well as those students who wish to pursue a career as a Marine Geologist, Palaeontologist, Geochemist, Geophysicist or Oceanographer.

## Course Description

The study of Earth and Environmental Science in Stage 6 enables students to develop an appreciation and understanding of geological and environmental concepts that help explain the changing face of the Earth over time. An understanding of the Earth’s resources and the ability to live sustainably on the planet is a key focus, as well as exploring the Earth’s renewable and non-renewable resources and other environmental issues.



Students also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth’s features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.

## Course Requirements

The Year 11 and Year 12 course will involve an individual depth study to be undertaken by the student on a topic of their choosing relating to the course content. It will take up a minimum of 15 hours of their course time in each of the Year 11 and Year 12 courses.

<p>Year 11 Course - 4 modules</p> <ul style="list-style-type: none"> <li>• Earth’s Resources</li> <li>• Plate Tectonics</li> <li>• Energy Transformations</li> <li>• Human Impacts</li> </ul>	<p>Year 12 Course - 4 modules</p> <ul style="list-style-type: none"> <li>• Earth’s Processes</li> <li>• Hazards</li> <li>• Climate Science</li> <li>• Resource Management</li> </ul>
---	--



# Investigating Science

2 Units for Preliminary and HSC – Board Developed Course

## Course Description

The study of [Investigating Science](#) in Stage 6 enables students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically skills processes, the course aims to enhance students' analytical and problem-solving skills, in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

## Content

The diagram provides an illustrative representation of elements of the course and their relationship. The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.



## Course Requirements

Students are provided with 30 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.

<p>Year 11 Course - 4 modules</p> <ul style="list-style-type: none"> <li>• Cause and Effect - Observing</li> <li>• Cause and Effect - Inferences and Generalisations</li> <li>• Scientific Models</li> <li>• Theories and Laws</li> </ul>	<p>Year 12 Course - 4 modules</p> <ul style="list-style-type: none"> <li>• Scientific Investigations</li> <li>• Technologies</li> <li>• Fact or Fallacy?</li> <li>• Science and Society</li> </ul>
---	--

# Physics

2 Units for Preliminary and HSC – Board Developed Course

Recommended assumed knowledge

This course is designed for students who are skilled in both Science and Mathematics. It is designed to prepare students for further studies in Physics that are required in Engineering, Medicine, Computing and Science at a university level.

## Course Description

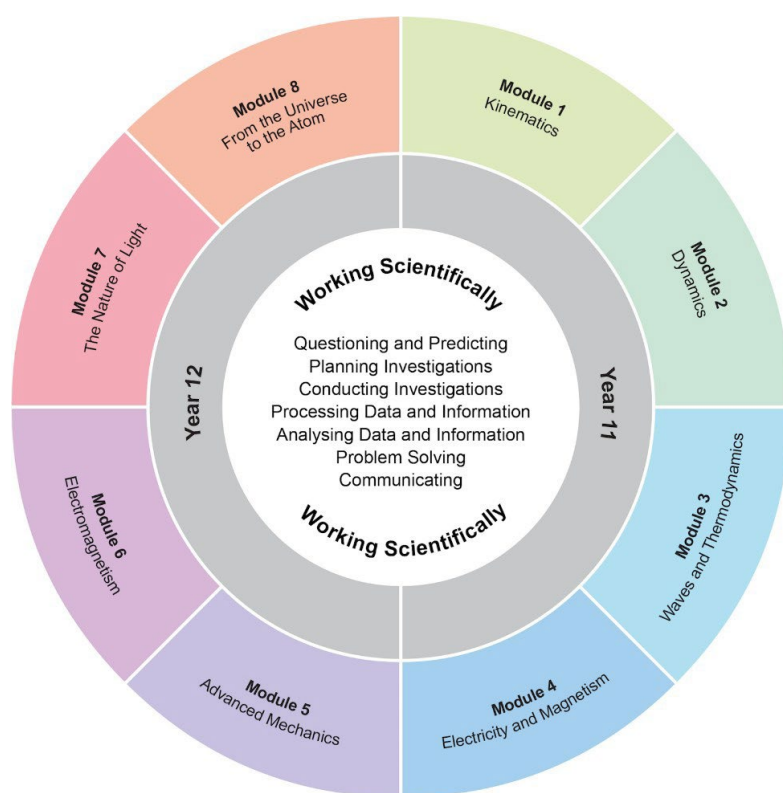
The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

## Content

The diagram provides an illustrative representation of elements of the course and their relationship. The Year 11 and Year 12 courses each comprise four modules. The skills of Working Scientifically are integrated as course content throughout the syllabus. Each module includes a specific focus on some of the Working Scientifically skills. However, there is scope within each module to engage with all of the Working Scientifically skills.

## Course Requirements

Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.



<p>Year 11 Course - 4 modules</p> <ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Dynamics</li> <li>• Waves and Thermodynamics</li> <li>• Electricity and Magnetism</li> </ul>	<p>Year 12 Course - 4 modules</p> <ul style="list-style-type: none"> <li>• Advanced Mechanics</li> <li>• Electromagnetism</li> <li>• Nature of Light</li> <li>• From the Universe to the Atom</li> </ul>
---	--

# HISTORY

## Aboriginal Studies

2 Units for Preliminary and HSC – Board Developed Course

### Course Description

[Aboriginal Studies](#) Preliminary course focuses on Aboriginal Peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre-contact times to the 1960s. The course also includes the development of skills in culturally appropriate research and inquiry methods. It involves case studies. The HSC course provides for in-depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students undertake consultation with Aboriginal communities and study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

### Year 11

- Aboriginality and the Land
- Heritage and Identity
- International Indigenous
- Community: Comparative Study
- Research and Inquiry Methods: Local Community Case Study

### Year 12

- Social Justice and Human Rights Issues
- Case Study of an Aboriginal community for each topic
- Research and Inquiry Methods – Major Project:
- Choice of project topic based on student interest.

### Course requirements

Students must undertake mandatory case studies. The project log will document all work completed, including the sequential development of the project and the nature and timing of community-based fieldwork.

## Ancient History

2 Units for Preliminary and HSC – Board Developed Course

### Recommended assumed knowledge

An interest in the stories of the past, exploring a variety of ancient societies, events and personalities in depth, developing and applying skills in the use of different types of evidence and the desire to understand more clearly the structure of our world and lessons we can learn if we are not to repeat the mistakes of the past. The most successful History students independently read widely, explore historical websites and enjoy watching historical films, documentaries and following historical issues in the media.

### Course Description

[Ancient History](#) involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Year 11 and HSC courses. The Year 11 course is structured for students to investigate: People, groups, events, institutions, societies and historical sites from the ancient world and Archaeological and written evidence and the methods used by historians and archaeologists. In the HSC course, students use archaeological and written evidence to investigate a personality from the ancient world plus three ancient societies/historical periods.

### Year 11

The Year 11 course comprises three sections.

- Investigating Ancient History including 'The Nature of Ancient History' and 'Case Studies'
- Features of Ancient Societies
- Historical Investigation

Students undertake at least two case studies: One case study must be from Egypt, Greece, Rome or Celtic Europe, and the other case study must be from Australia, Asia, the Near East or the Americas.

### Year 12

#### The Year 12 course comprises four sections

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

The core study, Cities of Vesuvius: Pompeii and Herculaneum, is a Roman study. Assessment:

HSC Internal Assessment: This course assesses knowledge and understanding of content, research communicated in different forms, including an oral component and essay, source analysis tasks (70%) and an examination (30%).



## Modern History

2 Units for Preliminary and HSC – Board Developed Course

### Recommended assumed knowledge

An interest in the stories of the past, exploring a variety of modern events and personalities in depth, developing and applying skills in the use of different types of evidence, and the desire to understand more clearly the structure of our world and lessons we can learn if we are not to repeat the mistakes of the past. The most successful History students independently read widely, explore historical websites and enjoy watching historical films, documentaries and following historical issues in the media.

### Course Description

[Modern History](#) is the period from about the French Revolution (1789) to today. The Year 11 course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

The HSC course is designed for students to investigate national and international forces for change and continuity in the 20th and 21st centuries.

#### Year 11

- Investigating Modern History - 'The Nature of Modern History' and 'Case Studies'
- Historical Investigation
- The Shaping of the Modern World (40 indicative hours)

Students undertake at least two case studies. One case study must be from Europe, North America or Australia. The other case study must be from Asia, the Pacific, Africa, the Middle East or Central/South America.

#### Year 12

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

Students are required to study at least one non-European/Western topic, for example: India 1942–1984, Conflict in the Pacific 1937–1951, The Cultural Revolution to Tiananmen Square 1966–1989.

### Assessments

HSC Internal Assessment: This course assesses knowledge and understanding of content, source-based skills, historical inquiry and research and communication skills. Essays, research presented in various forms and role play (70%) and an examination (30%) are used to do this.

HSC External Assessment: 3 hour written examination. There are four equally weighted sections. The Core Study World War I is examined through student analysis of source material; the National Study question requires students to write an essay about key features and issues; the third section requires students to write structured responses about the Personality they have studied; and an essay question is posed for the International Study in Peace and Conflict.

## Society & Culture

2 Units for Preliminary and HSC – Board Developed Course

Recommended assumed knowledge

Students should have an interest in studying human behaviour, as individuals and as groups in Australian society and in other cultures. Students need to be prepared to combine personal experience with knowledge from research to learn and better understand their own behaviour and that of people around them.

### Course Description

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

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

#### Year 11:

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

#### Year 12:

##### Core

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

##### Depth Studies (40%) Two to be chosen from:

- Popular Culture – the interaction between popular culture, society and the individual
- Ideologies and Belief Systems – role of belief systems in societies, cultures, personal life and identity
- Social Inclusion and Exclusion – the nature of social inclusion and exclusion and the implications for individuals and groups in societies and cultures
- Social Conformity and Nonconformity – the study of how individual and group identities are formed

### Course Requirements

In the Preliminary year students will complete studies to investigate society, cultures and personal identity to develop an understanding of research methods.

In the HSC year students are required to complete a Personal Interest Project that must be presented for external assessment.

## Studies of Religion

2 Units for Preliminary and HSC – Board Developed Course

### Course Description

[Studies of Religion](#) promotes awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual. The emphasis is on comparative and multi religious study and not on scriptural study. Studies of Religion allow students to examine critically the role religion plays in enabling believers to make sense of human existence. Studies of Religion is designed for students in all schools and does not seek to establish one religious tradition to the exclusion of all others. The course makes use of skills related to history, psychology, sociology, anthropology, phenomenology, philosophy and English.

### Year 11:

- The Nature of Religion and Beliefs
- Religious Tradition Studies - Students must study THREE of the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism
- Religions of Ancient Origins
- Religion in Australia pre-1945

### Year 12

- Religion and Belief Systems in Australia post-1945
- Religious Tradition Studies - Students must study THREE of the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism
- Religion and Peace
- Religion and Non-religion

## HSC History Extension

1 Units for the HSC – Board Developed Course

**Prerequisites:** A Year 11 course in Modern or Ancient History is a prerequisite for the HSC History Extension course. Students must be studying concurrently, or have completed, the HSC course in Ancient History and/or Modern History.

### Course Description

[HSC History Extension](#) requires students to examine the way history is constructed and the role of historians. Students will review the types of history that have been produced over time and the contexts in which they were developed. Students will explore problems and issues associated with the construction of history from ancient times to the present day. They will focus on an area of debate to consider how a historian's context, methodology and purpose shape their interpretation of a person, group, event or issue.

### Topics Covered:

#### Constructing History

Key questions:

- Who are the historians?
- What are the purposes of history?
- How has history been constructed, recorded and presented over time?
- Why have the approaches to history changed over time?

Students will investigate one case study from a selection of ancient, medieval and early modern, modern and Australian options.

#### Constructing History – Case Study

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. Examples of case studies are:

- Winston Churchill
- Cleopatra VII
- Witch Hunts and Witch Trials
- Napoleon
- Appeasement
- Genghis Khan
- The Opium Wars
- Representations of Anzac

#### History Project

An original piece of historical investigation by the student which includes a Proposal, Essay, Bibliography, Annotated Sources and Process Log.



## **French Beginners**

**2 Units for Preliminary and HSC – Board Developed Course**

### **Course Description**

[French Beginners](#) provides students with the opportunity to develop their linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French. Topics covered provide contexts in which students develop their communication skills in French and their knowledge and understanding of language and culture.

See Ms Callinan for more details



# SOCIAL SCIENCE

## Business Studies

2 Units for Preliminary and HSC – Board Developed Course

Recommended assumed knowledge

Students should have an interest in developing strategies for successful business operation. There are no formal prerequisites for this course. Commerce is not a prerequisite although topics studied in Years 9/10 are related to Business Studies.

### Course Description

[Business Studies](#) is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

### Year 11:

- Nature of Business – the nature and role of business in a changing business environment
- Business Management – the nature and responsibilities of management in the business environment
- Business Planning – the process of establishing and planning a small to medium enterprise

### Year 12:

- Operations – the strategies for effective operations management in large businesses
- Marketing – the main elements involved in the development and implementations of successful marketing strategies
- Finance – the role of interpreting financial information in the planning and management of a business
- Human resources – the contribution of human resource management to business performance.

### Course Requirements

In the Preliminary year students will investigate the operation of a small business and develop a plan for the establishment of a small business as a research project.

In the HSC year students research a major case study through all topics of the course and need to keep up to date with business developments through the media.

### Assessment Procedures

Students develop research, independent learning skills, analytical and problem solving competencies through ongoing assessment for learning. Assessment tasks include the writing of business reports, researching case studies, writing business and marketing plans and financial analysis

## Economics

2 Units for Preliminary and HSC – Board Developed Course

### Recommended assumed knowledge

Students should have an interest in developing knowledge and understanding regarding both Australia's economy and the global economy. Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. There are no formal prerequisites for this course. Commerce is not a prerequisite although topics studied in Year 9/10 such as Promoting and Selling and Our Economy are related to the Economics course.

### Course Description

[Economics](#) provides an understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why interest rates, unemployment or inflation rates change and how these changes will impact on individuals, business, and governments in society. There is a strong emphasis on the problems and issues in a contemporary Australian and global economic context within the course.

#### Year 11:

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

#### Year 12:

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

### Course Requirements

The Preliminary course is essentially microeconomic in nature, focusing on aspects of the economic behaviour of consumers, business and governments. Students investigate the differences between Australia's economy and an Asian economy of their own choosing.

The HSC course focuses on the management of an economy and is therefore essentially macroeconomic in nature. It examines the external framework in which the Australian economy operates. Students undertake a global Case Study and need to keep up to date with economic developments through the media.

### Assessment Procedures

Students develop research, independent learning skills, analytical and problem solving competencies throughout ongoing assessment for learning. Assessment tasks including the writing of extended responses, researching case studies as well as graph and data analysis.

# Geography

Faculty: Social Science

2 Units for Preliminary and HSC – Board Developed Course

## Course Description

The [Geography](#) Preliminary course investigates biophysical and human geography and develops students' knowledge and understanding about the spatial and ecological dimensions of geography. Enquiry methodologies are used to investigate the unique characteristics of our world through fieldwork, geographical skills, and the study of contemporary geographical issues.

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

### Year 11:

- Biophysical Interactions – how biophysical processes contribute to sustainable management
- Global Challenges – geographical study of issues such as population and cultural integration at a global scale.
- Senior Geography Project – a geographical study of student's own choosing

### Year 12:

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

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

## Course Requirements

Students complete a senior geography project (SGP) in the Preliminary course and must undertake 12 hours of fieldwork in both the Preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.



## Legal Studies

2 Units for Preliminary and HSC – Board Developed Course

### Recommended assumed knowledge

Students should have an interest in learning how the law affects individuals and society in everyday life and how it aims to provide justice and fairness to all people. There are no formal prerequisites for this course.

### Course Description

The [Legal Studies](#) course allows students to explore their place in the Australian legal system. 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 the role of the individual. This is achieved by investigating, analysing, and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law and justice. The core units of Crime and Human Rights introduce students to domestic and international legal protections in Australia and globally. This course then develops students' knowledge in two areas of focus study: World Order and Family Law. This course comes to **life with regular integration of media examples and references to case and statute law.**

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

#### Year 11:

- The Legal System
- The Individual and the Law
- Law in Practice

#### Year 12:

- Crime
- Human Rights
- Option 1: World Order
- Option 2: Family Law

### Course Requirements

An ability to write higher order extended responses, incorporating evidence-based research is highly important. Students will also visit the courts and gain insight into real world cases.

### Assessment Procedures

Assessment tasks include written reports, group work, research and formal examinations.

## Work Studies

2 Units for Preliminary and HSC – Board Endorsed Course

This course will NOT count towards your ATAR

### Course Description

[Work Studies](#) can equip students to make more informed decisions about their future study and employment pathways. This course will provide Year 11 and 12 students with substantial opportunities for to gain knowledge, skills, values and attitudes which will facilitate successful school to work transition.

Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The strongly practical orientation of the course gives students useful experiences against which to test their emerging career and/or study preferences. It also allows for students to develop a range of skills and attitudes in actual workplace contexts.

Core studies are compulsory. The core provides an introductory study of aspects of work and work- related skills which are then taken up in more detail in the course modules.

### There are 2 areas of core study:

- Core 1: Work and Change
- Core 2: Experiencing Work

The course modules expand on the issues introduced in:

- Career Planning
- Job Seeking and Interviews
- Workplace Communication and Interpersonal Skills
- Equity Issues and Work
- Work and Lifestyle
- Workplace Issues
- Self-Employment
- Investigating an Enterprise
- Social Issues and Work
- Occupational Health and Safety and First Aid in the Workplace
- Work Project
- Work Placement

**Assessment:** There is no external examination of students in Work Studies.

A variety of tasks will be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

**Course Fee:** \$20

# TECHNOLOGICAL & APPLIED STUDIES - (TAS)

## Design and Technology

2 Units for Preliminary and HSC – Board Developed Course

### Recommended assumed knowledge

There are no prerequisites for this course.

### Course Outline

In [Design and Technology](#) Preliminary course students study the design process and design theory through the construction of both group and individual projects.

The HSC course is based around the development and production of a Major Design Project of the student's choice. Students are able to learn about and integrate a range of materials, tools and technologies, such as timber, metal, food, textiles, electronics, plastics and graphics in the production of practical projects and associated folios.

Design and Technology links well with courses, such as Construction, Hospitality, Metals and Engineering, Agriculture, Food Technology, Textiles and Design and Information Technology.

### Course Description

Senior Design and Technology students study innovation and design through the production of practical projects and associated design folios.

Design and Technology can lead to careers such as architecture, interior design, graphic design, various engineering based careers, landscaping, information technology, building and metal trades as well as TAS teaching and agronomy.

### Assessment

Assessment in the Preliminary course is based on individual design projects and a theory based exam.

In the HSC year assessment is spread between school based assessment, the Major Design Project and a final HSC exam.

### Course Cost

There is a course fee of \$60.00 in Year 11 and \$30.00 in Year 12. Please note

Students are responsible for meeting their own expenses for all practical and project design work. School resources used in the construction of the project may be accessed but at the cost of replacement.

## Food Technology

2 Units for Preliminary and HSC – Board Developed Course

### Course Description

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

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

#### Year 11:

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

#### Year 12:

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

### Assessment Procedures

Assessment in the preliminary course is based on knowledge and understanding about food availability and selection, quality and nutrition of food.

Assessment in the HSC is based on the Australian Food Industry, food manufacture, food development and contemporary food issues. This may include research assignment, debates, case studies and industry reports.

### Course Cost

There is an \$80 course fee each year for Food Technology.

## Industrial Technology – Timber & Furnishings

2 Units for Preliminary and HSC – Board Developed Course0

Recommended assumed knowledge

There are no prerequisites for this course, however an interest in woodwork is desirable.

### **Course Outline**

The [Industrial Technology – Timber](#) Preliminary course consists of project work and an industry study that provides a broad range of skills and knowledge related to timber products and furniture technologies and an introduction to the processes, skills and practices relevant to the design, management, communication and construction of practical projects.

The HSC course consists of the development, management and communication of a major practical project and folio that contribute to the development and knowledge, skills and understanding related to the focus area of study.

Both the Preliminary and HSC course are organised around four sections:

- Industry study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

### **Course Requirements**

*In the Preliminary course, students must design, develop and construct a number of projects. Each project must include a management folio. Students also undertake the study of an individual business within the industry.*

*In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.*

### **Course Costs**

There is a \$70 course fee for Year 11 and \$30 course fee for Year 12 for Industrial Technology Timber. Students will need to provide their own timber for the Major Project.



## Software Design and Development

2 Units for Preliminary and HSC – Board Developed Course

### Course Description:

The [Software Design and Development](#) 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. Through this they will learn to solve a number of interesting and relevant software problems.

### Year 11:

Concepts and Issues in the Design and Development of Software - 30%

- Social and ethical issues
- Hardware and software
- Software development approaches
- Introduction to Software Development -50%
- Defining the problem and planning software solutions
- Building software solutions
- Checking software solutions
- Modifying software solutions

Developing Software Solutions – 20%

### Year 12:

Development and Impact of Software Solutions - 15%

- Social and ethical issues
- Application of software development approaches
- Software Development Cycle 40%
- 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

Developing a Solution Package - 25%

Options – 20% One of the following options: Evolution of programming language, The Software Developers view of the hardware

### Course Cost

There is a \$30 per year cost for Software Design and Development.

# CREATIVE & PERFORMING ARTS (CAPA)

## Dance

2 Units for Preliminary and HSC – Board Developed Course

### Course Description

[Dance](#) is based on the study of three interrelated components: Performance, Composition and Appreciation. Students learn through the study of dance as an artform. That is, the knowledge, understanding and skills in physically preparing the body to dance (Dance Technique) and the application and demonstration of knowledge, understanding and skills in a 'Dance'/'Work'. Students learn about and through dance composition. That is, the knowledge, understanding and skills, which underpin the theories, principles, processes and practices of dance composition. The students are encouraged to create and develop a personal response that communicates intent. They learn about and through appreciation of dance as works of art. That is, the study of seminal artists and works for their contribution to the development of dance.

#### Year 11:

- Performance: Physiology of the human body, dance as the performance and communication of ideas through movement and in written and oral form, use of dance terminology, identification of the body's capabilities and limitations, the application of safe dance practice and dance technique in a range of styles
- Composition: Elements of dance composition, compositional processes, structuring dance composition, understanding of concept/intent, movement and meaning
- Appreciation: Socio-historic contexts, critical appraisal and evaluation of dance, dance from national and international perspectives

#### Year 12:

- Performance: Performance quality, interpretation and style relating to dance performance, safe dance practices and dance technique
- Composition: Elements of composition/choreography in response to a specific concept/intent, the elements of composition/choreography
- Appreciation: Socio-historic contexts, critical appraisal and evaluation of dance, skills of gathering, classifying and recording information

Particular Course Requirements:

#### Year 11:

- Experience in all three core components: Performance, Composition and Appreciation
- Study of dance in Australia

#### Year 12:

- Development of a Core Performance piece/Log Book
- Development of a Core Composition piece/Log book/Rationale
- Development of Major Study/Log Book
- Study of two set works

### Course Cost

There is a course fee of \$100 for mandatory excursion attendance fees for Call Back and viewing of set works.

# Drama

2 Units for Preliminary and HSC – Board Developed Course

## Course Description

Students study the practices of Making, Performing and Critically Studying in [Drama](#). Students engage with these components through collaborative and individual experiences. Preliminary course content comprises an interaction between the components of Improvisation, Playbuilding and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Learning comes from practical experiences in each of these areas. HSC course content includes Australian Drama and Theatre and Studies in Drama and Theatre. This 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 (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). Students demonstrate ability to perform collaboratively in an ensemble.

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.

### Year 11:

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

### Year 12:

- 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, the published 'Course Prescriptions' include a topic list which is used as a starting point. The Individual Project is negotiated between the student and the teacher at the beginning of the 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.

## Course Cost

There is a course fee of \$100 for mandatory excursion attendance fees for Call Back and viewing of set works.

# Music 1

Units for Preliminary and HSC – Board Developed Course

Exclusions: Music 2

## Recommended assumed knowledge

While the course builds on Music courses in Stages 4 and 5, it also caters for students with more limited experience in Music. Students must be willing to perform/able to play an instrument/or willing to develop vocal skills.

## Course Description

[Music 1](#) examines the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Students study three topics in each year of the course. Topics are chosen from a list of 21. Examples of the topics include- Australian music, Jazz, Popular music, Rock music, Music of a culture, Technology and its influence on music. Topics selected are based on the expertise of the teacher and the interests of students.

## Course Requirements HSC Course

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

Students selecting composition or musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio will be internally assessed and may be requested by NESA to validate authorship of the submitted work.

## Assessment

Assessment in the Preliminary course is based on the components listed above.

In the HSC, students will do a Core Performance and three electives, these are assessed both within the school and externally through an HSC examination.

## Cost

There is a \$100 course fee for Music 1.

## Music 2

2 Units for Preliminary and HSC – Board Developed Course

**Exclusions:** Music 1

### **Recommended assumed knowledge**

While [Music 2](#) builds on Music courses in Stages 4 and 5, it also caters for students with a greater level of experience in Music. Students must be willing to perform/able to play an instrument/or willing to develop advanced vocal skills.

### **Course Description**

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Preliminary course, the Mandatory Topic is Music 1600–1900.

In the HSC course, the Mandatory Topic is Music of the Last 25 Years (Australian focus).

### **Course Requirements HSC Course**

In addition to core studies in performance, composition, musicology and aural, students nominate one elective study in Performance, Composition or Musicology. Students selecting Composition or Musicology electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

All students will be required to develop a composition portfolio for the core composition which, will be internally assessed.

### **Cost**

There is a \$100 course fee for Music 2.



## Photography, Video and Digital Imaging

2 Units for Preliminary and HSC – Board Endorsed Course

**This course will NOT count towards your ATAR. Course**

### Description

[Photography, Video and Digital Imaging](#) offers students the opportunity to explore contemporary artistic practices that make use of photography, video, and digital imaging. These fields of artistic practice resonate within students' experience and understanding of the world and are highly relevant to contemporary ways of interpreting the world. The course offers opportunities for investigation of one or more of these fields and develops students' understanding and skills, which contribute to an informed critical practice.

The course is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and understand and value how these fields of practice invite different interpretations and explanations.

Students will develop knowledge, skills and understanding through the making of photographs, and/or videos and/or digital images that lead to and demonstrate conceptual and technical accomplishment. They will also develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

### Modules may be selected in any of the three broad fields of

- Wet Photography
- Video
- Digital Imaging.

Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts. An Occupational, Health and Safety Module is mandatory. The additional module Individual/collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.

### Course Requirements

Students are required to keep a Photography Process Diary throughout the course. Students develop an Individual Project in Year 12.

### Course Costs

There is a \$100 course fee per year. Students may incur additional costs for external printing of digital photography.

## Visual Arts

2 Units for Preliminary and HSC – Board Developed Course

### Course Description

[Visual Arts](#) involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'Body of Work' (BOW) in the HSC course. Students critically and historically investigate artworks, critics, historians, and artists from Australia as well as those from other cultures, traditions, and times. The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

#### Year 11

- The nature of practice in art making, art criticism and art history through different investigations.
- The role and function of artists, artworks, the world and audiences in the art world.
- The different ways the visual arts may be interpreted and how students might develop their own informed points of view.
- How students may develop meaning and focus and interest in their work.
- Building understandings over time through various investigations and working in different forms.

#### Year 11 Course Requirements

- Artworks in at least two expressive forms and use of a Visual Arts Process Diary (VAPD).
- A broad investigation of ideas in art criticism and art history.

#### Year 12

- How students may develop their own practice of art making, art criticism, and art history.
- How students may develop their own informed points of view in increasingly independent ways and use different interpretive frame works in their investigations.
- How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations.
- How students may further develop meaning and focus in their work.

#### HSC Course Requirements

- Development of a Body of Work (BOW) and use of a Visual Arts Process Diary (VAPD).
- A minimum of five Case Studies (4-10 hours each).
- Deeper and more complex investigations of ideas in art criticism and art history.

### Assessment

Artmaking (50%)

Art criticism and Art history (50%)

#### Cost:

There is a \$100 per year plus materials for Body of Work in the Visual Art course.

## Music Extension

1 Units for Preliminary and HSC – Board Developed Course

**Prerequisite:** A Year 11 course in Music 2 is a prerequisite for the HSC Music Extension course. Students must be studying concurrently, or have completed, the HSC course in Music 2.

### Course Description

The [HSC Music Extension](#) course builds on Music 2 and assumes a high level of music literacy and aural ability as well as advanced performance or composition or musicology skills.

Students will specialise in performance or composition, or musicology and will follow an individual program of study which will be negotiated between the teacher and student.

### Course Requirements HSC Course

Students selecting Composition or Musicology as their area of specialisation will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESAs to validate authorship of the submitted work.

External Assessment	Internal Assessment
Performance (50) Three contrasting pieces, one of which must be an ensemble Ensemble Solo 1 Solo 2  OR  Composition (50) Two original compositions (to be submitted to NESAs) Piece 1 Piece 2  OR  Musicology (50) One extended essay (to be submitted to the NESAs)	Performance (50) Two assessment tasks Task 1 Task 2 OR  Composition (50) Two assessment tasks Task 1 Task 2 OR  Musicology (50) Two assessment tasks Task 1 Task 2



# Personal Development, Health and Physical Education (PDHPE)

## Community and Family Studies

2 Units for Preliminary and HSC – Board Developed Course

### Recommended assumed knowledge

While this course builds on PDHPE and Work Education courses in Stage 4 and 5, particularly Child Studies, it also caters for students with an interest in family and community issues. You need to be self-motivated with an open mind to challenge your current values, knowledge and understandings.

### Exclusions

Projects developed for assessment in this course may not be used either in full or in part for assessment in another course.

### Course Description

[Community and Family Studies](#) is designed to develop in each student an understanding of the diverse nature of families and communities within Australia. It looks at our society which is characterised by social and technological change, cultural diversity, conflicting values and many social issues. This course offers a comprehensive approach to the study of relationships in society and investigates its interdependent nature. It allows students to explore all aspects of our communities in Australia and provides opportunities to apply their knowledge.

### Year 11:

- the resource management process
- individuals and groups
- the family's contribution to the community

### Year 12:

- research methodology
- parenting and caring
- groups in context
- with the option of "Social impact of technology", "Family and Societal Interactions", "Individuals and Work"

### Assessment Procedures

Students are required to complete an Independent Research Project (IRP) as part of the HSC internal assessment. The focus of the IRP is student selected and should be related to the course content of one or more of the following areas; individuals, groups, families, communities, resource management. Other tasks include developing various management strategies, examining groups in society and caring for a "newborn baby" through virtual parenting.

# Personal Development, Health and Physical Education

2 Units for Preliminary and HSC – Board Developed Course

## Recommended assumed knowledge

While this course builds on PDHPE courses in Stage 4 and 5, it is an academic course with many complex components to be explored. It has very limited practical experiences. Students will need to be prepared to think critically about key issues related to health and human movement.

## Course Description

[PDHPE](#) examines a range of areas that underpin health and human movement in Australia. The health status of Australia is studied in detail along with the factors that affect physical performance in sport and physical activity. This is a highly demanding course with many theoretical concepts requiring depth of understanding.

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

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

### Year 11:

- Better health for individuals
- The body in motion
- Two options are also covered and may include – first aid, composition and performance, fitness choices; outdoor recreation

### Year 12:

- Health priorities in Australia
- Factors affecting performance
- Two options are also covered and may include- sports medicine; improving performance; sport and physical activity in Australian society; the health of young people; equity and health.



## Sport, Lifestyle and Recreation

2 Units for Preliminary and HSC – Board Endorsed Course

This course will NOT count towards your ATAR

### Course Description

[Sport, Lifestyle and Recreation](#) (SLR) is a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

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 understanding to practical situations that are socially and culturally relevant and gender inclusive. SLR provides a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a strong platform for further study and may offer some credit transfer opportunities into TAFE. The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

Students will study a minimum of 6 topics from the following areas:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications I
- Games and Sports Applications II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

### Assessment:

There is no external examination of students in Sport, Lifestyle and Recreation.

A variety of tasks will be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

# Vocational Education and Training (VET)

## Screen and Media

**AQF VET qualification:** CUA31020 Certificate III in Screen and Media **Training**

**Package:** CUA Creative Arts and Culture (version 5.1) **Eligibility:** Nil

**Exclusions:** Students undertaking both this Screen and Media course and another course based on the *CUA Creative Arts and Culture Training Package* should choose different units of competency to meet the requirements of each HSC course and qualification.

### Course options

**59855 — Screen and Media (240 indicative hours) Pattern of**

**study:** 2 units x 2 years

Enter this NESA course number for both Year 11 (Preliminary) and Year 12 (HSC) on Schools Online.

### HSC course requirements

#### Screen and Media (120 indicative hours)

- the possible qualification outcome is a Statement of Attainment towards CUA31020 Certificate III in Screen and Media
- accredited for a total of 2 units at the Preliminary and/or HSC level
- attempt core and/or elective units of competency to a minimum of 120 HSC indicative hours.
- 

#### Screen and Media (240 indicative hours)

- the possible qualification outcome is CUA31020 Certificate III in Screen and Media
- accredited for a total of 4 units at the Preliminary and/or HSC level
- attempt all core units of competency (totaling 55 HSC indicative hours) and elective units of competency to a minimum of 185 HSC indicative hours and to meet qualification packaging rules..
- 

#### Unit credit for the Higher School Certificate

Screen and Media HSC VET courses count as Board Endorsed unit credit for the HSC but do not contribute towards an Australian Tertiary Admission Rank (ATAR).

To facilitate flexibility of VET in the HSC, courses may be delivered as Preliminary, as HSC or as a combination of Preliminary and HSC units.

The HSC credit units will be allocated to students' Preliminary and/or HSC patterns of study as required.

The pattern of study (NESA course number) entered on Schools Online should reflect the delivery of the HSC VET course over successive years. For example, delivery of a 240 HSC indicative hour course over 2 years should be entered as 2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

# SCREEN AND MEDIA

CUA31020 Certificate III in Screen and Media

Version 23/3

## COURSE DETAILS

Hours	240 hours
Type	Board Endorsed Course
Duration	2 years
Unit Value	2 unit Preliminary 2 unit HSC
HSC Exam	No
ATAR	No
Work placement	Not mandatory but highly recommended
SBAT	Opportunity to complete a School Based Traineeship and gain credit towards the HSC
RECOGNITION	National and HSC Qualification

## ASSESSMENT

- Assessment strategies may include:
- Observation of practical skills
- Written questioning
- Examination



## CAREER PATHWAYS

Further study may lead to work opportunities in web and multimedia production, the film, computer game, radio or television industries.

## DUTIES AND TASKS OF A SCREEN & MEDIA ASSISTANT

Screen & Media assistants may perform the following tasks:

- camera set-up on location
- preparing for photography shoots
- setting up lighting
- shooting video and wrapping up shoots
- preparing for editing sound
- assembling sequences for editing
- preparing to record sound.



## ABOUT

For students who find a career in digital arts alluring, this course gives them the entry-level skills they need to begin their path. Students gain creative skills and knowledge in the complete production process of interactive digital media, radio and online content creation including film and television production services.

## JOB ROLES

- Film and television
- Radio and Podcasting
- Video and Animation
- Audio Visual Technicians
- Advertising Coordinator
- Creative Assistant / Event Stylist
- Audio Recording Studio and Facilities Assistant
- Promo Production Assistant
- Live Production Coordinator
- Producer Videographer

## PERSONAL REQUIREMENTS

- Enjoy working with people
- Good technical skills using digital cameras and video equipment and post processing software
- Creativity and imagination
- Good communication skills
- Able to deal accurately with time constraints and budgets
- Motivation and drive
- Good problem-solving skills



## STUDENT OUTCOMES for Certificate III in Screen and Media

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Screen and Media. All statistics are supplied by the [National Centre for Vocational Education Research](https://www.nvra.gov.au/)



## Further reading:

- <https://smartandskilled.nsw.gov.au/for-students/job-guides>
- <https://www.myskills.gov.au/courses/details?Code=CUA31020>
- <https://sbatnsw.info/school-based-traineeships>

## Helpful industry websites

- [Media, Entertainment and Arts Alliance](#)
- [FutureNow - Creative and Leisure Industries Training Council](#)
- [South Australian Film Corporation](#)

- [Media Resource Centre](#)
- [Open Channel \(VIC\)](#)
- [Wide Angle Tasmania Inc.](#)

# Entertainment Industry

## Introduction to the Entertainment Industry Curriculum Framework

Industry curriculum frameworks (Frameworks) provide students with the opportunity to gain industry- recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within Frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

### AQF VET qualification available in the Entertainment Industry Curriculum Framework

The Entertainment Industry Curriculum Framework is based on a qualification and units of competency contained in the nationally endorsed *CUA Creative Arts and Culture Training Package*.

The AQF VET qualification available in the Entertainment Industry Curriculum Framework is:

- Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services
- CUA30420 Certificate III in Live Production and Technical Services.

### HSC VET course and AQF VET qualification completion requirements

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

HSC VET course requirements

HSC VET courses in the Entertainment Industry Curriculum Framework are made up of:

- units of competency:
  - associated HSC mandatory units of competency
  - HSC elective units of competency
- HSC outcomes and content
- mandatory HSC work placement requirements.

For a student to be considered to have satisfactorily completed a course within the Entertainment Industry Curriculum Framework they must meet the:

- HSC VET course requirements (refer to Sections 2.2–2.5 of this syllabus)
- requirements for satisfactory course completion (refer to the NESAs [Assessment Certification Examination \(ACE\) website](#)). There must be sufficient evidence that the student has:
  - followed the course developed by NESAs
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - achieved some or all of the course outcomes
  - undertaken the mandatory work placement



Education

**2024 Entertainment Industry Course Descriptor**  
**Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR**  
**CUA30420 Certificate III in Live Production and Technical Services**  
**RTO - Department of Education - 90333, 90222, 90072, 90162**

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

Course: Entertainment Industry  
 Board Developed Course (240 hour) (Statement of Attainment course)  
 Or (300 hour) 240 hour + 60 specialisation study (Certificate III in Live Production and Technical Services (delete if not delivering)

2 or 4 Preliminary and/or HSC units in total  
 Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course  
 2, 4 or 5 Preliminary and/or HSC units in total

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services <https://training.gov.au/Training/Details/CUA30420>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Entry Requirements**

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.

**Creative Arts and Culture Training Package (CUA 6.0) Units of Competency**

<b>Core</b>	
CUAIND311	Work effectively in the creative arts industry
CUAIND314	Plan a career in the creative arts industry.
<b>Elective</b>	
CPCWHS1001	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
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

<b>Elective</b>	
CUASOU331	Undertake live audio operations
SITXCCS006	Provide service to customers
<b>*Additional units required for 60-hour specialisation study (SS)</b>	
<b>Core</b>	
CUAPPR314	Participate in collaborative creative projects
BSBPEF301	Organise personal work priorities
<b>Elective</b>	
CUALGT314	Install and Operate follow spots
<b>Optional Unit</b>	
HLTAID011	Provide First Aid

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:	<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using digital technologies</li> <li>▪ creating documents</li> </ul>
<ul style="list-style-type: none"> <li>▪ Technical production</li> <li>▪ customer (client) service</li> </ul>	

**Examples of occupations in the Live Production and Technical Services Industry:**

<ul style="list-style-type: none"> <li>• Front of House Assistant</li> <li>• Technical Assistant (Productions)</li> <li>• Special Effects Assistant</li> <li>• Assistant Sound Technician</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Spot Operator</li> <li>• Runner</li> <li>• Props Assistant</li> <li>• Technical Production Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Assistant</li> <li>• Assistant Scenic Artist</li> <li>• Stagehand</li> <li>• Lighting</li> </ul>	<ul style="list-style-type: none"> <li>• Audio and Staging Assistant</li> <li>• Production Crew</li> <li>• Stage Door Attendant</li> <li>• Lighting Systems Technician</li> </ul>
--	---	---	---

**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. You should be work ready before work placement. 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**

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

**Appeals and Complaints**

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

**Course Cost: Preliminary - \$100      HSC - \$100**  
**School Specific equipment and associate requirements for students**

**Refunds**  
 Refund Arrangements on a pro-rata basis. Refer to your school refund policy.

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>



# UNIVERSITY ADMISSION CENTRE (UAC) TOP TIPS FOR CHOOSING HSC COURSES



- Make the link between your choices now and where you want to go after Year 12.
- If you want to get an ATAR, make sure you will be eligible. NSW Year 12 students must complete at least 10 units of ATAR courses. These ATAR courses must include at least:
  - 8 units of Category A courses
  - 2 units of English
  - three Board Developed courses of 2 units or greater
  - four subjects.
- You can include up to 2 units of Category B courses.
- Choose HSC courses that you're good at and interested in, and that will lay a foundation for your future plans. In particular, choose courses that will prepare you well for the areas of university study you're planning to pursue.
- If you're not sure what level maths and English to take, choose the level that suits your ability and future plans, rather than trying to take advantage of how courses are scaled: you will not necessarily get a higher ATAR just by studying a lower level course. And be aware that while unis often increase your selection rank in recognition of your performance in particular HSC courses (usually for Bands 5 and 6), they don't always reward your performance in the lower level courses, no matter how well you do.
- Just about any combination of courses can lead to a good ATAR; it all depends on how well you do in all your courses in comparison to other students. The table below addresses a number of scaling 'myths.'
- Check if the uni you want to go to, or the course you want to do, has prerequisites (these can include a high-level maths or English course) and assumed knowledge. Details are published in Part 2 of
- this booklet.

SCALING MYTHS	MYTH	FACT
	 Some courses are always 'scaled up', therefore I should study those.	 The way a course is scaled depends entirely on the average academic performance of all the students doing that course that year – and it can change from year to year. For most courses, your scaled mark will be lower than your HSC mark. To get the best possible position and maximise your scaled marks, select the courses you'll do best in.
	 Some courses are always 'scaled down', therefore I should avoid those.	
	 I need to study 'hard' subjects to get high scaled marks.	 'Hard' is a subjective term. Everyone has different strengths and interests. Students who achieve an ATAR of 99.95 study a large variety of subjects.
 I should study Mathematics Standard 2 rather than Mathematics Advanced to get a better ATAR.	 It's very difficult to predict which course will lead to a higher scaled mark. Your scaled mark depends on the average academic ability of the students studying that course and your position in the course. When considering which maths course to study, remember that some university courses have prerequisites or assumed knowledge of Mathematics Advanced. It's important to choose the level of maths that best suits your plans for further study.	

- To make good choices about what to study, work to the best of your ability and focus on your goals for life after sch

