Mullumbimby High School

Senior Studies Handbook 2022-2023

Guide to Senior School Curriculum

Contents

Message from the Principal

Welcome to the next exciting phase of your secondary education. This handbook has been produced to give you a guide to the Senior School Curriculum. Please read all the information carefully.

As a school, we endeavour to offer a senior curriculum that meets the needs of all students, so that you have the opportunity to reach your highest potential.

It is most important that you consider very carefully your subjects for the senior school.

Extensive counselling, information booklets and an information evening are provided to assist you to make choices based on accurate information.

This booklet contains a brief outline of all the courses to be offered next year.

You need to also be aware that some courses will not run if there are insufficient numbers.

It is essential that you understand the NSW Education Standards Authority (NESA) requirements for the Higher School Certificate contained in this booklet.

I advise students, when undertaking choices of subjects, to follow their INTERESTS, ABILITY and CAREER NEEDS. It is important to seek advice from your classroom teacher, as well as additional information from your Careers Adviser, your Year Adviser, your Head Teacher Senior Studies, your Deputy Principal, or myself. An appropriate pattern of study is important for future choice success.

It is important that you take the time to read and understand the information in this book.

Mr Greg Armstrong
PRINCIPAL

Qualifying for the Higher School Certificate

The choice of subjects at senior school is ultimately yours, but there are some requirements dictated by NESA and tertiary institutions including universities and colleges of Technical and Further Education (TAFE) that you must be aware of before you make your decisions. We will do our best to timetable as many subjects as possible from the handbook, but some subjects may not be timetabled if too few students select them.

NESA/school requirements

The required pattern of study for full time students is a minimum of 12 units in the Preliminary Courses and 10 units in the HSC course. You may choose to study more than 12 units in the Preliminary course and more than 10 units in the HSC course.

If you wish to qualify for a Higher School Certificate, your selection must include:

- at least two units of English
- at least four subjects
- at least six of the mandatory 12 units must be Board Developed Courses
- at least three of the courses must be of 2 units or greater value
- part time students must study at least six units for the first year of Year 11
- no more than six units of Science courses may be selected

You must also:

1. Participate in experiences which are required by the syllabus.
2. Complete tasks required for the assessment program of each course including practical oral/aural or project works. Students who do not comply with the assessment requirements in any course will be in danger of not being accredited as having completed the course at the end of Term 3 in Year 11.
3. Have a satisfactory record of attendance and application to your studies.

NESA rules

1. All Preliminary course work must be completed to gain a Preliminary (Year 11) Record of School Achievement (RoSA). The Principal is required to certify satisfactory completion of each course at the end of Term 3 in Year 11. Year 11 Preliminary courses are of 30-week duration.
2. Satisfactory completion of Preliminary courses or their equivalent is a prerequisite for entry into an HSC course. **Students must complete at least 12 units if they are full time students before they can proceed to Year 12** courses which commence in Term 4.
3. The study of any prescribed HSC texts cannot commence before the beginning of the HSC courses in Term 4.
4. For HSC examination purposes the outcomes of Preliminary courses will be regarded as "assumed knowledge".
5. One unit or two-unit Content Endorsed Courses (CECs) may be studied as either Preliminary or HSC courses. They do not count for the ATAR, but they do count for HSC eligibility.

Satisfactory completion of a course

The following course completion criteria refer to both Preliminary and HSC courses.

Course completion criteria

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

- **followed** the course developed or endorsed by the NESA
- **applied** himself or herself with diligence and sustained effort to the set tasks and experiences provided by the course
- **achieved** most or all of the course outcomes.

Absences **in excess of 15%** will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Students with a pattern of irregular attendance and late arrivals find it very difficult to complete course requirements.

If at any time, it appears that a student is at risk of being awarded a 'N' (Unsatisfactory) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing (if the student is under l8 years of age). This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

Preliminary Courses

In cases of non-satisfactory completion, an 'N' determination will be submitted on the appropriate form. Courses which are not satisfactorily completed will not be printed on the Record of School Achievement (RoSA) or Result Notices for Year 11 Preliminary courses from NESA. Principals will be required to confirm, at the time of HSC entry, that the student has satisfactorily completed Preliminary course requirements and that their entry for each HSC course is valid. Students who have received a 'N' determination have a right of appeal.

University entry requirements

The ATAR – what is it?

- The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection.
- It is calculated on behalf of the universities and released by UAC. The ATAR is a rank, not a mark.
- Your ATAR indicates your position relative to the students who started Year 7 with you. An ATAR of 80.00 indicates that you have performed well enough in the HSC to place you in the top 20% of your age group.
- It is important to note that your ranking depends solely on your performance in the HSC.
- ATARs are calculated for all ATAR-eligible students, but not all students are notified.
- Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC in the mail at about the same time they receive their HSC results from the NESA.

How you can be eligible for an ATAR?

To be eligible for an ATAR, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Eight units from Category A courses
- Two units of English
- Three Board Developed courses of two units
- Four subjects.

How is your ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising your:

- Best two units of English and
- Best eight units from the remaining units.

No more than two units of Category B courses can be included

ATAR courses

- ATAR courses are Board Developed courses for which there are formal examinations conducted by NESA that yield a graded assessment. These are the only courses that can be included in the ATAR calculations**.**
- **ATAR courses are classified as either Category A courses or Category B courses.**

Category A courses

These courses have the academic rigor and depth of knowledge to provide an adequate background for tertiary studies.

Category B courses

These courses do not have the academic rigor and depth of knowledge to provide an adequate background for tertiary studies in themselves, but their contribution to the ATAR is regarded as adequate if the other courses included in the ATAR are more academically demanding.

In 2021, the Category B courses offered at Mullumbimby High School are:

- Hospitality
- English Studies
- Mathematics Standard 1 (Yr12 course)

Important things to know:

- The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admissions Centre (UAC);
- The Higher School Certificate (HSC) is awarded by the NSW Education Standard Authority (NESA), an independent Statutory Board;
- The HSC serves many purposes but the ATAR serves only one - to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way across 50,000 - 60,000 students. The ATAR should not be used for any other purpose;
- The ranking of students depends solely on their performance in both school based assessment and HSC exams in Year 12 only;
- The ATAR is a rank. It is not a mark.

Optional pathways to the HSC

There are various pathway provisions for students to accumulate their HSC. The most common way, however, will still be that students obtain their HSC in two years. Some students may elect to do Year 11 over 2 years and Year 12 in one year, or Year 11 in one year and Year 12 over 2 years. Some may wish to study Year 11 Preliminary Courses over 2 years and Year 12 HSC over 2 years - a total of 4 years. Some students may elect to continue their subsequent part time years at a TAFE College. You are not obliged to complete your part time studies in the one school or campus.

Records of School Achievement can be issued cumulatively each year to any student who attempts any preliminary or HSC course:

1. Students who are accumulating the HSC will receive a Record of Achievement for each calendar year of study. Both the Preliminary and HSC Records of School Achievement will be cumulative transcripts issued to students after each year of study. These will record all attempts at HSC courses, including repeat attempts.
2. Students who choose to accumulate must be aware that some courses, including CEC courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil HSC requirements.
3. Accumulating students will need to take into account any syllabus changes that may occur.

Accumulating students will need to accept any HSC structural changes that occur in the time they are accumulating the HSC.

Glossary of terms

Assessment

(i) **Internal Assessment**

School based assessment contributes half the marks a student obtains in the HSC. The final assessment mark is based on a variety of tasks eg. Practical tasks, group work, individual research projects, class

tests and examinations. The assessment mark which appears on the HSC is not simply the total of all marks gained on tasks as the school's rank order of marks is moderated by all students' performances in the HSC exam for that particular course at Mullumbimby. However, the actual rank order of students for each course submitted by the school remains unchanged in this moderation process.

(ii) **External Assessment**

External assessment refers to the externally set and marked HSC examination in each Board Developed course.

Australian Tertiary Admission Rank (ATAR)

The number given to the maximum rank in NSW and the ACT is an ATAR of 99.95.

This means NSW and ACT students are in line with their interstate peers, where the top rank is 99.95.

A student achieving an ATAR of 99.95 is in the top ranked group of students.

The ATAR indicates a student's position in relation to the Year 7 students they began high school with.

NESA – NSW Education Standards Authority

NESA is an independent statutory body which is responsible for curriculum development, examinations and assessment for the School Certificate and the Higher School Certificate

Category A / Category B

Most Board-Developed Courses are classified as Category A for University entrance. Only 2 units of Category B subjects can be counted towards an ATAR calculation (see previous information on University requirements).

Category B Courses are:	**TAFE-Delivered VET Courses**
Hospitality	Please see Ms Perrin
English Studies	
Mathematics Standard 1 (Yr 12 course)	

Courses

(i) Board Developed Courses

IU, 2U courses whose syllabuses have been developed by NESA. They are examined by the HSC examination. Marks for Board-Developed Courses count towards the ATAR.

(ii) Extension Courses

An Extension course builds on the content of the 2-unit course and requires students to work beyond the standard of the 2-unit course. Where there is a second HSC Extension course in English and Mathematics, the Extension 2 course requires students to work beyond the standard of the Extension 1 course.

(iii) Board Endorsed Courses (BEC)

These courses are endorsed (ie. approved) by NESA but they are **not** subject to an external HSC examination. Any BEC studied for the HSC contributes to the award of an HSC or the Preliminary Record of Achievement but does **not** count towards the ATAR.

(iv) Vocational Education and Training Courses (VET)

These courses can be delivered by either schools or TAFE (TVET). Courses are available within seven Industry Frameworks. VET courses offered at Mullumbimby High are Hospitality and Primary Industries. These vocational HSC courses give students opportunities to achieve work related competencies and qualifications that are recognised in industry.

Life Skills Courses as part of a Special Program of Study.

- These courses are designed for students with learning difficulties that would prevent them from accessing mainstream courses in one or more areas.
- Stage 6 (Years 11 & 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.
- Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 & 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.
- Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2-unit Preliminary course and a 2-unit HSC course.
- The Board expects that most students would meet the outcomes for a 2-unit Preliminary course and a 2-unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

Matriculation - The conditions for entry to a university.

These requirements may vary from year to year according to the institution/s involved and it is important to check with the Careers Adviser what these requirements are if you are contemplating tertiary study.

Performance Bands

Performance bands are levels of achievement in a course. Each band has a statement that describes observable and measurable features of students' knowledge, skills and understanding in a course. These statements are arranged to describe the different levels of achievement typically demonstrated by students in each of the six bands. Band 1 indicates that performance is below the minimum standard expected, i.e. below 50%, Band 6 represents the highest level of performance, i.e. a mark between 90-100%.

Performance Scale

A performance scale is a scale of marks between 0-100 or 0-50 with performance bands describing the achievement of a typical student in each band. On a scale of 0-100, there are six performance bands aligned to a scale of marks. On a scale of 0-50 there are four performance bands aligned to a scale of marks.

Standards

Standards refer to the knowledge, skills and understanding that students are expected to acquire as a result of studying a course.

Syllabus Package

A syllabus package contains the syllabus, examination specifications, a sample examination paper, a sample marking guide and performance bands.

Units of Study

All senior school courses are of one or two, unit value. This unit value has two purposes:

(i) A unit of study refers to the amount of time allocated to a course per week with each unit involving lesson time of at least 2 hours per week.

(ii) Each unit of study is worth a maximum of 50 marks.

One Unit: A course of study that involves lesson time of 2 hours a week (60 hours) in Preliminary (Year 11) and/or HSC (Year 12). It is worth 50 marks.

Extension 1: A course of study that involves lesson time of 2 hours a week (60 hours) in addition to the 2 Unit Course. (Total = 180 hours)

Extension 2: A course of study that involves lesson time of 2 hours a week in addition to both the 2 Unit Course and the Extension 1 Course (Total = 240 hours).

CAREERS

The role of the Careers Adviser is to ensure that students make informed decisions about their career path and study options. Every effort will be made to assist you to have relevant and current information at your disposal.

Arrange an interview with the Careers Adviser who can support with future career planning. Decisions that you make now may affect what you want to do in the near future.

SCHOOL BASED TRAINEESHIPS

Want to work and get your HSC? A School Based Traineeship may be for you.

What are they?

- A School Based Traineeship combines paid work, training and school. The traineeship provides an industry recognised national qualification and credit towards the HSC.
- A School Based Traineeship can give you a head start in your career, a head start in an apprenticeship and a head start at TAFE.

TRAINEESHIPS AVAILABLE

School Based Traineeships are available in a wide range of industry areas including:

* Hospitality
* Aged Care Work
* Information Technology
* Automotive
* Beauty Services
* Business
* Rural Skills
* Retail

…. and many more

Go to http://www.sbatinnsw.info/index.php for more information on School Based Traineeships available in NSW.

What is the student's commitment in a School Based Traineeship?

- Students are committing to a contract of part-time employment which includes formal training (undertaken as part of their HSC)
- The term of the arrangement can commence after the completion of Year 10 and finishes on 31 December of Year 12 (around 24 months)
- It requires a minimum of seven hours per week work and a total of 100 days work over the term of the traineeship
- Students must be prepared to work some days, evenings, weekends and more hours during school holidays.
- Students must still complete the course requirements for missed lessons from other courses.

What are the benefits to students?

- Students receive a Certificate of Proficiency that shows they are proficient in that industry
- Students gain valuable industry experience whilst undertaking their HSC
- Students expand their skills and post HSC career opportunities as many organisations offer ongoing employment and a career path
- School Based Trainees can expect to gain a minimum of four units of credit toward their HSC

How to get a School Based Traineeship

- Positions will be advertised through the School Careers Adviser
- Do you already have part time work that could be converted to a School Based Traineeship? Let your Careers Adviser know
- You will need to complete an Expression of Interest form and provide a Resume for the employer (see your Careers Adviser for help)
- Have a meeting with your Careers Adviser to discuss possibilities.

From NESA "Stage 6 Science A Guide to Depth Studies"

What is a depth study?

Each Stage 6 Science syllabus contains the following information about depth studies.

A depth study is any type of investigation/activity that a student completes individually or collaboratively that allows the further development of one or more concepts found within or inspired by the syllabus. It may be one investigation/activity or a series of investigations/activities.

- *Depth studies provide opportunities for students to pursue their interests in Science, acquire a depth of understanding, and take responsibility for their own learning.*
- *Depth studies promote differentiation and engagement, and support all forms of assessment, including assessment for, as and of learning.*
- *Depth studies allow for the demonstration of a range of Working Scientifically skills.*
- *A depth study may be, but is not limited to:*
- *A practical investigation or series of practical investigations and/or a secondary-sourced investigation or series of secondary-sourced investigations, presentations, research assignments or fieldwork reports*
- *The extension of concepts found within the course, either qualitatively and/or quantitatively.'*

Depth studies are designed to provide opportunities for students to:

- **Consolidate** their learning
- Develop **competence** and **confidence** in relation to their knowledge and skills
- Foster **creativity** by allowing students to apply their knowledge and skills to new situations.

Time is the essential element required for students to consolidate their learning, develop their competence and confidence, and to foster creativity.

Can students develop the same/similar depth study if they are studying more than one Science subject?

The purpose of a depth study is to expand students understanding of scientific concepts while demonstrating Working Scientifically skills, and this is partially course-specific. In a practical sense the skills will be transferable, but are developed within the context of the course studied. Therefore, to fulfil the course requirements, each course must have documentation of the students' depth study/studies for that course only. The formal assessment of the depth study/studies must address at least one specific Knowledge and Understanding outcome for that course.

Completing only one task for both Science subjects will not fulfil the assessment requirements set down in the *Assessment Certification Examination (ACE) Manual*

Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject. (Ace 8013).

Can students use their depth study/studies for the Scientific Research Project in Science Extension?

A student may take inspiration from their depth study/studies undertaken in a 2 Unit Science course. However, the course requirements and outcomes are different for the 2 Unit Science courses and Science Extension. Students studying Science Extension are expected to extend their Scientific Research and Working Scientifically skills to a level greater than that required for the 2 Unit courses.

Additionally, the Scientific Research Project and the depth study/studies both require separate formal school-based assessment as outlined above and in the ACE manual.

BOARD DEVELOPED COURSES

Category A

Subject Name	**Aboriginal Studies**
Contact Person: Ms Sophie Mount	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Nil	
Category A	
Board Developed Course	
Course Description	The Preliminary course focuses on Aboriginal people's relationships 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 in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project. **Particular course requirements** In both courses, 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.
Course Structure	**Preliminary Course** **Part I: Aboriginal and the Land (20%)** • Aboriginal peoples' relationship to Country • Dispossession and dislocation of Aboriginal peoples from Country • Impact of British colonisation on Country **Part II: Heritage and Identity (30%)** • The Dreaming and cultural ownership • Diversity of Aboriginal cultural and social life • Impact of colonisation on Aboriginal cultures and families • Impact of racism and stereotyping **Part III: International Indigenous Community: Comparative Study (25%)** • Location, environment and features of an international Indigenous community • Comparison of the key experiences of the intentional Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity • Part IV: Research and Inquiry Methods: Local Community Case Study (25%) • Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information **HSC Course** **Part I: Social Justice and Human Rights Issues (50%)** • Global Perspective (20%) Global understanding of human rights and social justice AND • Comparative study (30%) A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics: Health, Education, Housing, Employment, Criminal Justice, and Economic Independence. **Part II: Case Study of an Aboriginal community for each topic (20%)** • Aboriginality and the Land – the Land Rights movement and the recognition of native title; government policies and legislation; non-Aboriginal responses OR • Heritage and Identity – contemporary aspects of Aboriginal heritage and identity, government policies and legislation; non Aboriginal responses **Part III: Research and Inquiry Methods – Major Project (30%)** Choice of project topic based on student interest
Summary of external and internal HSC assessment	

Subject Name	**Ancient History**
Contact Person: Ms Sophie Mount	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Nil	
Category A	
Board Developed Course	
Course Description	The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.
Course Structure	**Year 11** The Year 11 course comprises three sections. • Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies') • Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies. • Features of Ancient Societies (40 indicative hours) • Students study at least two ancient societies. • Historical Investigation (20 indicative hours) • Historical concepts and skills are integrated with the studies undertaken in Year 11. **Year 12** The Year 12 course comprises four sections. • Core Study: Cities of Vesuvius – Pompeii and Herculaneum (30 indicative hours) • One 'Ancient Societies' topic (30 indicative hours) • One 'Personalities in their Times' topic (30 indicative hours) • One 'Historical Periods' topic (30 indicative hours) • Historical concepts and skills are integrated with the studies undertaken in Year 12.
Summary of external and internal HSC assessment	

Subject Name	**Agriculture**
Contact Person: Mr Cristhian Colli	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Nil	
Category A	
Board Developed Course	
Course Description	Agriculture provides people with food, fiber, fuel, shelter and the possibility of diverse lifestyles. Agriculture is a composite of rural and urban industries that are structured to produce both raw and value-added materials from plants and animals to meet identified consumer needs. Agriculture has a unique place in the history of human society. It underpins social structures and provides for basic human needs. It is fundamental to human progress. Agricultural industries make a significant contribution to Australia's economy through investment, employment of skilled workers, consumption of products from other sectors of the economy and export. Agricultural products contribute significantly to Australia's export income. The total chain, from the farm and the research laboratory to the processing plant, retail outlet and exporter, accounts for a major portion of the nation's Gross Domestic Product. Australia's agricultural industries must undergo significant and continuous change to maintain and possibly enhance this contribution to the Australian economy. Agriculture's dynamic nature results from the increase in knowledge and the application of technology to the production, processing and marketing of products in complex national and international marketplaces. This complexity has political, social, ethical, economic and environmental implications for Australia. The majority of consumers are isolated from the production and processing of food and fiber. This course provides students with an understanding of the relationships between production, processing and consumption to enable them to participate in debate on the impact of each upon society and the environment. Opportunities are also provided for students to develop awareness of the welfare, ethical and legal issues relating to animal research.
Course Structure	**PRELIMINARY COURSE** (120 indicative hours) • Overview (15%) • The farm case study (25%) • Plant production (30%) • Animal production (30%) **HSC COURSE** (120 hours indicative time) • Core (80%) (approximately 96 indicative hours) • Plant/Animal production (50%) • Farm product study (30%) • Elective (20%) (approximately 24 indicative hours) • Choose ONE of the following electives to study. • Agri-food, Fiber and Fuel Technologies • Climate Challenge • Farming for the 21st Century
Summary of external and internal HSC assessment	

Subject Name	**Biology**
Contact Person: Mr Cristhian Colli	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Nil – Maximum of 6 units of Science	
Category A	
Board Developed Course	
Course Description	The Year 11 course investigates cellular structure and provides a base for understanding the way in which multi-cellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides and understanding of the effects of the environment on living things and how this leads to biodiversity. The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.
Course Structure	**PRELIMINARY COURSE** The Year 11 course consists of 4 modules Module 1 – Cells as the basis of life Module 2 – Organisation of Living things Module 3 - Biological Diversity Module 4 – Ecosystem Dynamics **HSC COURSE** The Year 12 course consists of 4 modules Module 1 – Heredity Module 2 – Genetic change Module 3 – Infectious Disease Module 4 – Non-Infectious Disease and Disorders
Summary of external and internal HSC assessment	Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time, students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year. Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Subject Name	**Business Studies**
Contact Person: Ms Sophie Mount	
2 Units for each of the Preliminary and HSC courses	
Exclusion: Nil	
Board Developed Course	
Category A	
Course Description	Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in large businesses. Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.
Course Structure	**PRELIMINARY COURSE** • Nature of business (20%) – the role and nature of business • Business management (40%) – the nature and responsibilities of management • Business planning (40%) – establishing and planning a small to medium enterprise **HSC COURSE** • Operations (25%) – strategies for effective operations management • Marketing (25%) – development and implementation of successful marketing strategies • Finance (25%) – financial information in the planning and management of business • Human resources (25%) – human resource management and business performance
Summary of external and internal HSC assessment	

Subject Name	**Chemistry**
Contact Person: Mr Cristhian Colli	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Nil – Maximum of 6 units of science	
Board Developed Course	
Category A	
Course Description	
Course Structure	**Preliminary Course** Module 1 - Properties and Structure of Matter Module 2 - Introduction to Quantitative Chemistry Module 3 - Reactive Chemistry Module 4 - Drivers of Reactions **HSC Course** Module 5 - Equilibrium and Acid Reactions Module 6 - Acid/Base Reactions Module 7 - Organic Chemistry Module 8 - Applying Chemical Ideas
Summary of external and internal HSC assessment	Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 and Year 12 course and must occupy a minimum of 35 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. Secondary-sourced investigations include: • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information.
Summary of external and internal HSC assessment	HSC Examination – to be confirmed by NESA

Subject Name	**Community and Family Studies**
Contact Person: Mr Adam Culbert	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions: Nil	
Board Developed Course	
Course Description	Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.
Course Structure	**PRELIMINARY COURSE** • Resource management. Basic concept of the resource management process (approximately 20% of course time) • Individuals and groups. The individual's roles, relationships and tasks within groups (approximately 40% of course time) • Families and communities. Family structures and functions and the interaction between family and community (approximately 40% of course time) **HSC COURSE** • Research methodology. Research methodology and skills culminating in the production of an Independent Research Project (approx. 25% of course time) • Groups and Context. The characteristics and needs of specific community groups (approx. 25% of course time) • Parenting and caring. Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society (approx. 25% of course time). **HSC Option Modules** Select one of the following (approx. 25% of course time) • Family and societal interactions. Government and community structures that support and protect family members throughout their lifespan. • Social Impact of Technology. The impact of evolving technologies on individuals and lifestyle. • Individuals and Work. Contemporary issues confronting individuals as they manage roles within both their family and work environments.
Summary of external and internal HSC assessment	Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.

Subject Name	**Design and Technology**
Contact Person: Mr Adam Culbert	
2 Units for each of the Preliminary and HSC Courses	
Exclusions Nil	
Board Developed Course	
Category A	
Course Description	The Preliminary course involves the study of both designing and producing. This is explored through areas such as design theory and practice, design processes, environmental and social issues, communication, research, technologies, and the manipulation of materials, tools and techniques. The course involves hands-on practical activities which develop knowledge and skills in designing and producing. The HSC course applies the knowledge and understanding of designing and producing from the preliminary course. It involves the development and realisation of a Major Design Project, a case study of an innovation, along with the study of innovation and emerging technologies. The study of the course content is integrated with the development of a Major Design Project, worth 60% of the HSC mark.
Course Structure	**Preliminary Course** Involves both theory and practical work in designing and producing. This includes the study of design theory and practice, design processes, factors affecting design and producing, design and production processes, technologies in industrial and commercial settings, environmental and social issues, creativity, collaborative design, project analysis, marketing and research, management, using resources, communication, manufacturing and production, computer-based technologies, occupational health and safety, evaluation, and manipulation of materials, tools and techniques **HSC Course** Involves the study of innovation and emerging technologies, including a case study (20%) of an innovation and the study of designing and producing including a Major Design Project. The project folio addresses three key areas: project proposal and project management, project development and realisation, and project evaluation
Summary of Internal and External HSC assessment	**Preliminary Course** In the Preliminary course, students must participate in hands-on practical activities and undertake a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Students will develop their knowledge of the activities within industrial and commercial settings which support design and technology and relate these processes to the processes used in their own designing and producing. Each project will place emphasis on the development of different skills and knowledge in designing and producing. This is communicated in a variety of forms, but students should be encouraged to communicate their design ideas using a range of appropriate media **HSC Course** In the HSC course the activities of designing and producing that were studied in the Preliminary course are synthesised and applied. This culminates in the development and realisation of a Major Design Project and a case study of an innovation. Students should select and use the wide range of skills and knowledge developed in the Preliminary course, appropriate to their selected project. They must also relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects.

Subject Name	**Drama**
Contact Person: Mrs Marisa McEwan -- Ms Jessica Eke	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions Nil	
Board Developed Course	
Course Description	As an art form drama draws on play, theatre and performance. In Drama, students enact representations of real or imagined human contexts. Drama provides students with opportunities to imagine themselves as others, actively step into role and explore beliefs, feelings, relationships and behaviours in diverse human situations. Learning in drama is both process and performance oriented. It involves performances to specified audiences, as well as activities where the emphasis is on participation. Drama includes, but is not limited to dramatic play, text interpretation and theatrical performance integrating spoken, physical, emotional, visual and aural dimensions and sign systems. Students' work derives from their experiences, interpretations and concerns about this world. Students can engage contemporary theatre practices that are designed to provoke strong reactions, and make audiences feel uncomfortable with innovative works that question assumed values, attitudes and ideas about big picture issues. Drama involves being an audience for the theatre and understanding the role theatre plays in the development of personal, social and cultural identity. Drama draws on traditions from other times, places and cultures. Contemporary drama is shaped by changing practices, theories and technologies; including the influence of other art forms. Students develop aesthetic knowledge and articulate their understanding in a variety of spoken, written and enacted forms. Students experience and develop the complex skills required to create and test ideas, generate creative works with confidence. Students develop skills in creative reasoning, independent decision-making and reflective judgment – skills that are essential, transferable and applicable to the real world.
Course Structure	**Preliminary course (120 indicative hours)** • Improvisation, Play Building and Acting • Elements of Production in Performance • Theatrical Traditions and Performance Styles **HSC course (120 indicative hours)** • Australian Drama and Theatre • Studies in Drama and Theatre • Group Performance • Individual Project - one project to be chosen ***- either** Performance **or** Design **or** Critical Analysis **or** Scriptwriting **or** Video Drama*
Summary of external and internal HSC assessment	Making 40%, Performing 30%, Critically studying 30%

Subject Name	**Earth and Environmental Science**
Contact Person: Mr Cristhian Colli	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Maximum of 6 units of Science	
Category A	
Board Developed Course	
Course Description	The Earth and Environmental Science course explores the Earth's renewable and non-renewable resources and also environmental issues. An understanding of the Earth's resources and the ability to live sustainably on the planet is a central purpose of the study of Earth and Environmental Science. The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They 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. Earth and Environmental Science involves the analysis, processing and evaluation of qualitative and quantitative data in order to formulate explanations and solve problems. In conjunction with knowledge and understanding, communication skills are essential in forming evidence-based conclusions or arguments. The Earth and Environmental Science course builds on the knowledge and skills of Earth and Space gained in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content, and engages with technologies that assist in developing earth and environmental science applications.
Course Structure	**Year 11 Course** - Earth's Resources - Plate Tectonics - Energy transformations - Human Impacts **Year 12 Course:** - Earth's Processes - Hazards - Climate Science - Resource Management **Particular Course Requirements:** Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: ▪ undertaking laboratory experiments, including the use of appropriate digital technologies ▪ fieldwork. ▪ Secondary-sourced investigations include: ▪ locating and accessing a wide range of secondary data and/or information ▪ using and reorganising secondary data and/or information. One fieldwork exercise must be completed in Year 12.
Summary of external and internal HSC assessment	HSC Examination – to be confirmed by NESA

Subject Name	**Engineering Studies**
Contact Person: Mr Adam Culbert	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions	
Board Developed Course	
Course Description	Both Preliminary and HSC courses offer students' knowledge, understanding and skills in aspects of engineering that include communication, engineering mechanics/hydraulics, including stress, strain and fraction engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.
Course Structure	**Preliminary Course** Students undertake the study and develop skills and understanding in the fields of engineering in the following • **Engineering Fundamentals** • **Engineered products** • **Braking Systems** • **Biomedical Engineering** **HSC Course** Students undertake the study and develop an engineering report for each of 4 modules: • **Civil Structures** • **Personal and Public Transport** • **Aeronautical Engineering** • **Telecommunications Engineering** Two reports must be produced in both the Prelim and HSC Course
Summary of external and internal HSC assessment	Students develop an engineering report for each module studied. At least one report in each of the Preliminary and the HSC courses must be the result of collaborative work.

Subject Name	**English Standard**
Contact Person: Mr James Clarke or Ms Siboney Saavedra-Duff	
2 unit subject	
Board Developed Course - Category A	
Prerequisites: Nil	
Exclusions: • English Studies • English Advanced • English Extension 1 • English Extension 2	
Course Description	The English Standard course provides students, who have a diverse range of literacy skills, 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. Through study of the course modules, students continue to develop their skills to analyse, reconsider and refine meaning and to reflect on their own processes of responding, composing and learning.
Course Structure	**Year 11 course** Content common to the English Standard and English Advanced is undertaken through a unit of work called *Reading to Write: Transition to Senior English*. Students explore texts and consolidate skills required for senior study. Two additional Yr 11 modules are: • Close Study of Literature • Contemporary Possibilities In both these modules, students explore and examine texts and analyse aspects of meaning. **Year 12 course** The HSC Common Content consists of one module *Texts and Human Experiences*. In this module, students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning. Students study, analyse, respond to and compose texts to extend their knowledge, skills and confidence as readers, writers and critical thinkers.
Summary of external and internal Preliminary and HSC assessment	The Year 11 formal school-based assessment program includes three assessment tasks, one of which must be a multimodal presentation. The Year 12 formal school-based assessment program includes a maximum of four assessment tasks, one of which may be a formal written examination with a maximum weighting of 30%, and another being a multimodal presentation. The external HSC examination consists of Paper 1 (1 hour 30 min plus 10 minutes reading time) and Paper 2 (2 hours plus 5 minutes reading time).

Subject Name	**English Advanced**
Contact Person: Mr James Clarke or Ms Siboney Saavedra-Duff	
2 unit subject	
Board Developed Course - Category A	
Prerequisites: Nil	
Exclusions: • English Studies • English Standard	
Course Description	In the English Advanced course, students continue to explore opportunities to investigate complex ideas in challenging texts, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. Through study of the course modules students continue to develop their skills to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.
Course Structure	**Year 11 course** Content common to the English Standard and English Advanced courses is undertaken through a unit of work called *Reading to Write: Transition to Senior English.* Students explore texts and consolidate skills required for senior study. Two additional Yr 11 modules are: • Critical Study of Literature • Narratives that Shape our World In both modules, students explore, examine and analyse the ways in which texts and contexts shape and are shaped by different attitudes and values. **Year 12 course** The HSC Common Content consists of one module *Texts and Human Experiences.* In this module, students analyse and explore texts and apply skills in synthesis. Three additional modules emphasise particular aspects of shaping meaning and representation, questions of textual integrity and ways in which texts are valued.
Summary of external and internal Preliminary and HSC assessment	The Year 11 formal school-based assessment program includes three assessment tasks, one of which must be a multimodal presentation. The Year 12 formal school-based assessment program includes a maximum of four assessment tasks, one of which may be a formal written examination with a maximum weighting of 30%, and another being a multimodal presentation. The external HSC examination consists of Paper 1 (1 hour 30 min plus 10 minutes reading time) and Paper 2 (2 hours plus 5 min reading time).

Subject Name	**English Extension**
Contact Person: Mr James Clarke or Ms Siboney Saavedra-Duff	
1 unit subject	
Board Developed Course – Category A	
Prerequisites: Advanced English	
Corequisites: Advanced English	
Course Description	The English Extension course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. The course is designed for students with an interest in literature and a desire to pursue specialised study of English. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, students refine their understanding and appreciation of the cultural roles and the significance of texts and about the way that literature shapes and reflects the global world. The English Extension 2 course enables students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways. They can master skills in the composition process to create a substantial and original Major Work that extends the 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. The course develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.
Course Structure	**Year 11 course** In the English Extension Year 11 course, students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. They consider how and why cultural values are maintained and changed. The course has one mandatory module, Texts, Culture and Value, as well as a related research project. Students are required to examine a key text from the past and its manifestations in one or more recent cultures, explore, analyse and critically evaluate different examples of such texts in a range of contexts and media and undertake a related research project. **Year 12 course** In the English Extension Year 12 course, students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. The course has one common module, Literary Worlds, with five associated electives. Students must complete one elective from the five electives offered for study. The English Extension Teacher will select the elective: Literary Homelands, Worlds of Upheaval, Reimagined Worlds, Literary Mindscapes, Intersecting Worlds Students are required to study at least THREE prescribed texts for the elective study which must include two print texts and at least TWO related texts.
Summary of external and internal Preliminary and HSC assessment	The Year 11 formal school-based assessment program includes three assessment tasks. Only one task may be a formal written examination, and another must be a multimodal presentation about the Independent Related Project. The Year 12 formal school-based assessment program includes three assessment tasks: • one may be a formal written examination with a maximum weighting of 30% • one must be a creative response with a maximum weighting of 40% • one must integrate student selected related material The external HSC examination consists of a written paper worth 50 marks. The time allowed is 2 hours plus 10 minutes reading time.

Subject Name	**English Extension 2**
Contact Person: Mr James Clarke or Ms Siboney Saavedra-Duff	
1 unit subject	
Board Developed Course - Category A	
Prerequisites: Advanced English and English Extension 1	
Corequisites: Advanced English and English Extension 1	
Course Description	The English Extension 2 course is only offered in Year 12. In this course, students develop a sustained composition and document their reflection of this process. The course requires students to undertake a composition process in order to complete a Major Work and Reflection Statement.
Course Structure	Students are required to complete a Major Work which involves them undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement. Students can choose to compose in ONE of the following forms: • short fiction (5000-6000 words) • creative nonfiction (5000-6000 words) • Poetry (up to 3000 words) • critical response (4000-5000 words) • script (short film, television, drama) (max 25 min script) • podcasts (drama, storytelling, speeches, performance poetry) (max 15 min recording plus script) • multimedia (7-8 min digital file plus script)
Summary of external and internal Preliminary and HSC assessment	There are three internal assessments: • Viva Voce - 15 min interview (30%) • Literature Review - 1200 words (40%) • Critique of Creative Process - 1000 words (30%) The final Major Work, including Reflection Statement, is submitted in August and externally assessed. There is no HSC exam for this subject.

Subject Name	**Food Technology**
Contact Person: Mr Adam Culbert	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions Nil	
Board Developed Course	
Course Description	The Preliminary course will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas. The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.
Course Structure	Preliminary Course • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) HSC Course • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%)
Summary of external and internal HSC assessment	There is no prerequisite study for the 2-unit Preliminary course. Completion of the 2-unit Preliminary course is a prerequisite to the study of the 2-unit HSC course. In order to meet the course requirements, students study food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues. It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.

Subject Name	**History Extension (HSC year)**
Contact Person: Ms Sophie Mount	
1 Unit HSC Course	
Exclusions Nil	
Board Developed Course	
Category A	
Course Description	Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension. History Extension provides students with opportunities to examine the way history is constructed and the role of historians. Students investigate the nature of history and changing approaches to its construction through sampling the works of various writers, historians and others involved in the practice of history. Students apply their understanding to undertake an individual investigative project, focusing on an area of changing historical interpretation.
Course Structure	The course comprises two sections. Constructing History (Minimum 40 indicative hours) • Key Questions: • Who are historians? • What are the purposes of history? • How has history been constructed, recorded and presented over time? • Why have approaches to history changed over time? Case Studies: • Students develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate and the key questions. • History Project (Maximum 20 indicative hours) • Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.
Summary of Internal and External HSC assessment	

Subject Name	**Indonesian Beginners**
Contact Person: Ms Sophie Mount	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions	Indonesian Continuers; Indonesian Extension; Heritage Indonesian; Indonesian Background Speakers; Malay Background Speakers. Strict eligibility rules apply to the study of this subject. Check with your teacher.
Board Developed Course	
Course Description	In the Preliminary and HSC courses, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in Indonesian. Topics studied through two interdependent perspectives, *the personal world* and *the Indonesian-speaking communities*; provide contexts in which students develop their communication skills in Indonesian and their knowledge and understanding of language and culture. Students' skills in, and knowledge of, Indonesian will be developed through tasks associated with a range of texts and text types, which reflect the topics. Students will gain an insight into the culture and language of Indonesian-speaking communities through the study of a range of texts.
Course Structure	Topics of study include: • Family life, home and neighbourhood • People, places and communities • Education and work • Friends, recreation and pastimes • Holidays, travel and tourism • Plans and aspirations.
Summary of external and internal HSC assessment	

Subject Name	**Industrial Technology – Timber**
Contact Person: Mr Adam Culbert	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions Nil	
Board Developed Course	
Course Description	Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies highlighting the importance of design, management and production through practical experiences. Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.
Course Structure	**PRELIMINARY COURSE** The following sections are taught in relation to the relevant focus area: • Industry Study – structural, technical, environmental and sociological factors, personnel issues, Occupational Health and Safety (15%) • Design – elements and principles, types of design, quality, influences affecting design (10%) • Management and Communication – development of practical projects; research, analysis and evaluation; skills in managing a project and developing and presenting a management folio; computer-based technologies (20%) • Production – display a range of skills through the construction of a number of projects (40%) • Industry Related Manufacturing Technology – understanding of a range of materials, processes, tools and equipment, machinery and technologies (15%) **HSC COURSE** • The following sections are taught in relation to the relevant focus area through the development of a Major Project (60%) and a study of the relevant industry: • Industry Study (15%) • Major Project (60%) • Design, Management and Communication • Production • Industry Related Manufacturing Technology (25%)
Summary of external and internal HSC assessment	In the Preliminary course, students must design, develop and construct a number of projects. Each project will include a management folio. Each project may emphasise different areas of the preliminary course content. Students also undertake the study of an individual business within a focus area industry. In the HSC course, students design, develop and construct a Major Project with a management folio. They will also undertake a study of the overall industry related to the specific focus area industry.

Subject Name	**Legal Studies**
Contact Person: Ms Sophie Mount	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Nil	
Category A	
Board Developed Course	
Course Description	The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines and individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analyzing and synthesizing legal information and investigating legal issues from a variety of perspectives. The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.
Course Structure	**Preliminary Course** • Part I – The Legal System (40% of course time) • Part II – The Individual and the Law (30% of course time) • Part III – The Law in Practice (30% of course time) The Law in Practice unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course. This section may be integrated with Part I and Part II. **HSC Course** • Core Part I: Crime (30%) • Core Part II: Human Rights (20%) • Part III: Two options (50%) Options are chosen from: • Consumers • Global environment and protection • Family • Indigenous peoples • Shelter • Workplace • World order.
Summary of external and internal HSC assessment	

Subject Name	**Mathematics Standard (Preliminary Year)** **Mathematics Standard 2 (HSC Year)**
Contact Person: Ms Janelle Molyneux	
1 unit for each of the Preliminary and HSC courses	
Category A	Mathematics Advanced
Exclusions:	Mathematics Extension 132
Board Developed Course	
Course Description	These courses are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics Standard course content is written in five Strands and two Focus Studies. The HSC Mathematics Standard 2 course content is written in the same five Strands and includes a further two Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands. The Preliminary Mathematics General course is the same preliminary course that forms part of the Preliminary Mathematics General/HSC Mathematics General 1 pathway (See information in Board Developed Courses- Category B section). The Preliminary Mathematics General/HSC Mathematics General 2 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The pathway also provides a strong foundation for students entering the workforce and/or undertaking further training, and for university courses in the humanities, nursing and paramedical sciences. For students who intent to study the Year 12 Mathematics Standard 2 course, it is recommended that they have studied at least some of the Stage 5.2 content, particularly the Patterns and Algebra topics and trigonometry, if not all the content.
Course Structure	**MAIN TOPICS COVERED** **Preliminary Mathematics Standard Course** • Financial Mathematics • Statistical Analysis • Measurement • Strand: Probability • Algebra **HSC Mathematics Standard 2 Course** • Strand: Financial Mathematics • Statistical Analysis • Measurement • Networks • Algebra
Summary of external and internal HSC assessment	Investigation Assignments Examination

Subject Name	**Mathematics Advanced**
Contact Person: Ms Janelle Molyneux	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions: Mathematics Standard 2, Mathematics Standard 1	
Board Developed Course	
Course Description	• The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. • The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. • All students studying the Mathematics Advanced course will sit for an HSC examination. • The study of Mathematics Advanced in Stage 6: ✓ enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely ✓ provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs ✓ provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning ✓ provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role ✓ provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level. Prerequisites: The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW *Mathematics Years 7–10 Syllabus* and in particular, the content and outcomes of all substrands of Stage 5.1 and Stage 5.2, the following substrands of Stage 5.3: • Algebraic techniques • Surds and indices • Equations • Linear relationships • Trigonometry and Pythagoras' theorem • Single variable data analysis and at least some of the content from the following substrands of Stage 5.3: • Non-linear relationships • Properties of Geometrical Shapes.
Course Structure: The Mathematics Advanced Year 11 course content is comprised of five Topics, with the Topics divided into Subtopics. The Mathematics Advanced Year 12 course content includes four of the same Topics and the Topic of Financial Mathematics in place of the Topic of Exponential and Logarithmic Functions	The Topics are: **Year 11** • Functions • Trigonometric Functions • Calculus • Exponential and Logarithmic Functions • Statistical Analysis **Year 12** • Functions • Trigonometric Functions • Calculus • Financial Mathematics • Statistical Analysis
Summary of external and internal HSC assessment	**Particular Course Requirements** Assignments, Investigation and Examination

Subject Name	**Mathematics Extension 1**
Contact Person: Ms Janelle Molyneux	
1 unit for each of the Preliminary and HSC courses, converts to 2 units in the HSC course if studied with Maths Ext 2	
Category A	
Exclusions	Students may not study the Mathematics Extension 1 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course
Board Developed Course	
Course Description	• The Mathematics Extension 1 Year 11 course includes the Mathematics Advanced Year 11 course. The Mathematics Extension 1 Year 12 course includes the Mathematics Advanced Year 12 course. • The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course, and therefore also the Mathematics Advanced Year 12 course. • All students studying the Mathematics Extension 1 course will sit for an HSC examination. The study of Mathematics Extension 1 in Stage 6: • enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively • provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level • provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics. **Prerequisites:** The Mathematics Extension 1 Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSW Mathematics Years 7–10 Syllabus and, in particular, the content and outcomes of all substrands of Stage 5.1, Stage 5.2 and Stage 5.3, including the optional substrands: • Polynomials • Logarithms • Functions and Other Graphs • Circle Geometry.
Course Structure	The Mathematics Extension 1 Year 11 course content is comprised of four Topics, with the Topics divided into Subtopics. The Mathematics Extension 1 Year 12 course content includes the Topics Trigonometric Functions and Calculus continued from Year 11 and introduces three different Topics. The Topics are: **Year 11** • Functions • Trigonometric Functions • Calculus • Combinatorics **Year 12** • Proof • Vectors • Trigonometric Functions • Calculus • Statistical Analysis
Summary of external and internal HSC assessment	**Particular Course Requirements**: Assignments, investigation and Examination

Subject Name	**Mathematics Extension 2 (HSC year)**
Contact Person: Ms Janelle Molyneux	
2 units the HSC course only	
Category A	
Exclusions	Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.
Board Developed Course	
Course Description	• The Mathematics Extension 2 Year 12 course includes the Mathematics Extension 1 Year 12 course and the Mathematics Advanced Year 12 course. • The Stage 6 Mathematics Advanced, Mathematics Extension 1 and Mathematics Extension 2 courses form a continuum. • All students studying the Mathematics Extension 2 course will sit for an HSC examination. • The study of Mathematics Extension 2 in Stage 6: • enables students to develop strong knowledge, understanding and skills in working mathematically and in communicating concisely and precisely • provides opportunities to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an awareness of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration • provides opportunities at progressively higher levels for students to acquire knowledge, understanding and skills in relation to concepts within areas of mathematics that have applications in an increasing number of contexts • provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at tertiary level • provides an appropriate mathematical background for students whose future pathways will be founded in mathematics and its applications in such areas as science, engineering, finance and economics. **Prerequisites:** The Mathematics Extension 2 Year 12 course has been developed on the assumption that students have studied the content and achieved the outcomes of the Mathematics Advanced Year 11 course and the Mathematics Extension 1 Year 11 course. The Mathematics Extension 2 Year 12 course has also been constructed on the assumption that students are concurrently studying the Mathematics Advanced course and the Mathematics Extension 1 Year 12 course.
Course Structure	The Mathematics Extension 2 course is comprised of five Topics **Year 12** Proof Vectors Complex Numbers Calculus Mechanics
Summary of external and internal HSC assessment	**Particular Course Requirements**: Assignments, Investigation and Examination

Subject Name	**Modern History**
Contact Person: Ms Sophie Mount	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions Nil	
Board Developed Course	
Course Description	The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students have the opportunity to engage in the study of a range of people, ideas, movements, events and developments that have shaped the modern world. The Year 12 course provides students with opportunities to apply their understanding of sources and relevant issues in the investigation of the modern world. Through a core study, students investigate the nature of power and authority 1919–1946. They also study key features in the history of one nation, one study in peace and conflict and one study of change in the modern world.
Course Structure	**Year 11** The Year 11 course comprises three sections. ▪ Investigating Modern History (60 indicative hours including 'The Nature of Modern History' and 'Case Studies') ▪ Students undertake at least one option from 'The Nature of Modern History', and at least two case studies. ▪ Historical Investigation (20 indicative hours) ▪ The Shaping of the Modern World (40 indicative hours) ▪ At least one study from 'The Shaping of the Modern World' is to be undertaken. ▪ Historical concepts and skills are integrated with the studies undertaken in Year 11. **Year 12** The Year 12 course comprises four sections. ▪ Core Study: Power and Authority in the Modern World 1919–1946 (30 indicative hours) ▪ One 'National Studies' topic (30 indicative hours) ▪ One 'Peace and Conflict' topic (30 indicative hours) ▪ One 'Change in the Modern World' topic (30 indicative hours) ▪ Historical concepts and skills are integrated with the studies undertaken in Year 12.
Summary of external and internal HSC assessment	

Subject Name	**Music 1**
Contact Person: Mr Jason Fletcher - Ms Jessica Eke	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions	Music 2
Board Developed Course	
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.
Course Structure	Students study three topics in each year of the course. Topics available for study: Preliminary - Methods of Notation, Popular Music, Elective Topic from a prescribed list. HSC An Instrument and its Repertoire, Music for Small Ensemble, Music of the 20th and 21st Century.
Summary of external and internal HSC assessment	**HSC course** In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by NESA to validate authorship of the submitted work.

Subject Name	**Personal Development Health & Physical Education**
Contact Person: Mr Lachlan McKenzie	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions Nil	
Board Developed Course	
Course Description	The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices. In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.
Course Structure	In addition to core studies, students select two options in each of the Preliminary and HSC courses
Summary of external and internal HSC assessment	**PRELIMINARY COURSE** **Core Topics (60%)** • Better Health for Individuals • The Body in Motion **Optional Component** (40%) Students select two of the following options: • First Aid • Composition and Performance • Fitness Choices • Outdoor Recreation **HSC COURSE** **Core Topics** (60%) • Health Priorities in Australia • Factors Affecting Performance **Optional Component** (40%) Students select two of the following options: • The Health of Young People • Sport and Physical Activity in Australian Society • Sports Medicine • Improving Performance • Equity and Health

Subject Name	**Physics**
Contact Person: Mr Cristhian Colli	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions	Maximum of 6 units in Science
Board Developed Course	
Course Description	The Physics course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena. Students who study physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities. The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and help them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provide the unifying link between interdisciplinary studies.
Course Structure	**Year 11 Course:** - Kinematics - Dynamics - Waves and Thermodynamics - Electricity and Magnetism **Year 12 Course:** - Advanced Mechanics - Electromagnetism - The Nature of Light - From the Universe to the Atom **Particular Course Requirements:** Scientific investigations include both practical investigations and secondary-sourced investigations. Practical investigations are an essential part of the Year 11 course and 12 course and must occupy a minimum of 70 hours of course time, including time allocated to practical investigations in depth studies. Practical investigations include: • undertaking laboratory experiments, including the use of appropriate digital technologies • fieldwork. • Secondary-sourced investigations include: • locating and accessing a wide range of secondary data and/or information • using and reorganising secondary data and/or information.
Summary of external and internal HSC assessment	External Assessment: HSC Examination – to be confirmed by NESA

Subject Name	**Investigating Science**
Contact Person: Mr Cristhian Colli	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions	Maximum of 6 units in Science
Board Developed Course	
Course Description	The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science in previous years. The course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives. The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth. Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.
Course Structure	**Year 11:** • Module 1 - Cause and Effect – Observing • Module 2 - Cause and Effect – Inferences and Generalisations • Module 3 - Scientific Models • Module 4 - Theories and Laws **Year 12:** • Module 5 - Scientific Investigations • Module 6 - Technologies • Module 7 - Fact or Fallacy? • Module 8 - Science and Society
Summary of external and internal HSC assessment	Year 11 and Year 12 school-based assessment requirements • Year 11 and Year 12 mandatory components and weightings • External assessment requirements including HSC examination specifications.

Subject Name	**Society and Culture**
Contact Person: Ms Sophie Mount	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions Nil	
Board Developed Course	
Course Description	Society and Culture deals with areas of interest and relevance to students and develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of persons, society, culture, environment and time and how they 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). **Particular course requirement** Completion of personal interest project
Course Structure	**PRELIMINARY COURSE** • The Social and Cultural World – the interaction between aspects of society and cultures • Personal and Social Identity – socialisation and coming of age in a variety of social and cultural settings. • Intercultural Communication – how people in different cultures interact and communicate **HSC COURSE** **CORE** • Social and Cultural Continuity and Change – the nature, continuity and change, research and study of a selected country • The Personal Interest Project – an individual research project. **DEPTH STUDIES** Two to be chosen from: • Popular Culture – the interconnection between individuals and popular culture • Social inclusion and exclusion • Social conformity and non-conformity • Belief systems
Summary of external and internal HSC assessment	

Subject Name	**Software Design and Development**
Contact Person: Mr Adam Culbert	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions	Nil
Board Developed Course	
Course Description	The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system. The HSC course builds on the Preliminary course and involves the development and documentation of software using a variety of data structures and language facilities. Students learn to solve a number of interesting and relevant software problems.
Course Structure	**Preliminary Course -** 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 and understanding the problem • Planning and designing software solutions • Implementing software solutions • Testing and evaluating software solutions • Maintaining software solutions • Developing software solutions (20%) **HSC Course -** 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 • Implementing software solutions • Testing and evaluating software solutions • Maintaining software solutions • Developing a Solution Package (25%) • Options (20%) Study one of the following options: • Programming paradigms **or** • The interrelationship between software and hardware.
Summary of external and internal HSC assessment	

Subject Name	**Textile and Design**
Contact Person: Mr Adam Culbert	
2 units for each of the Preliminary and HSC courses	
Category A	
Exclusions	Nil
Board Developed Course	
Course Description	The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and includes the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use. The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace. This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item/s.
Course Structure	**Preliminary Course** • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%). **HSC Course** • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (10%) • Major Textiles Project (50%).
Summary of external and internal HSC assessment	In the Preliminary course students will undertake two preliminary textile projects. In the HSC course, the Major Textiles Project allows students to develop a textile project from one of the following focus areas: apparel, furnishings, costume, textile arts, non-apparel. The selected focus area allows students to explore in detail one area of interest through a creative textile design process that integrates the areas of Design, Properties and Performance of Textiles and the Australian Textiles, Clothing, Footwear and Allied Industries.

Subject Name	**Visual Arts**
Contact Person: Ms Jessica Eke	
2 Units for each of the Preliminary and HSC courses	
Category A	
Exclusions	Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
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' 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.
Course Structure	**Preliminary Course** learning opportunities focus on: • the nature of practice in art making, art criticism and art history through different investigations • the role and function of artists, 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. **HSC Course** learning opportunities focus on: • how students may develop their practice in 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 frameworks 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.
Summary of external and internal HSC assessment	**Preliminary Course:** • Artworks in at least two expressive forms and use of a process diary • A broad investigation of ideas in art making, art criticism and art history. **HSC Course:** • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations in art making, art criticism and art history.

BOARD DEVELOPED COURSES

Category B

Subject Name	**English Studies**
Contact Person: Ms Siboney Saavedra-Duff	
2 Units for each of the Preliminary and HSC Course	
Exclusions	No other Stage 6 English Course to be studied in conjunction with this course
Category B	Board Developed Course
Course Description	The English Studies course that has been "designed to support students in developing proficiency in English to enhance their personal, social and vocational lives". The course acknowledges the different pathways that students are undertaking in education. It provides a rich and interesting course for students who are not seeking entry to university at the end of schooling, but who are rather looking to gain entry into the workforce or to TAFE (or similar educational institution). These are students who are still wishing to attain their HSC, yet who may have a more vocational orientation. The course allows for increased flexibility in delivery, allowing the teacher to tailor the course to the interests of the group. There are only two mandatory units for the Preliminary and HSC, the remaining modules are centered upon developing literature, language and literacy skills that are applicable to the real-world experience of vocational orientated students. The fact that there is no public examination for this course allows the teacher to tailor assessment to student needs.
Course Structure	The English Studies course consists of 120 indicative hours of study. The course is non-examinable for the HSC. Students will undertake a minimum of three and a maximum of five modules. A minimum of 24 indicative hours may be spent on any one module. Modules **Mandatory modules** • Preliminary – achieving through English: English and the worlds of education, careers and community • HSC – We are Australians: English in citizenship, community and cultural identity **Elective modules** • Telling us all about it – English and the media • On the road – English and the experience of travel • Digital worlds – English and the web • Playing the game – English in sport • Landscapes of the mind – English and the creative arts • The way we worked – English for exploring the past through industrial events in Australia • In the marketplace – English and the world of business • Discovery and investigation – English and the sciences • Part of the family – English and family life • The big screen – English in film-making
Summary of external and internal HSC assessment	Assessment to be advised by NESA

Subject Name	**Mathematics Standard 1 (HSC year only)**
Contact person: Ms Janelle Molyneux	
2 Units for each and the Preliminary and HSC courses	
Category B	
Exclusion	May not study any other Stage 6 mathematics course in conjunction with this course.
	Board developed Course
Course Description	The HSC Mathematics standard course is designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The HSC Mathematics standard 1 course content is written in the same five Strands as the Preliminary Mathematics general Course and includes a further four Focus Studies. As well as introducing some new mathematical content, the Focus Studies give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the Strands. The HSC Mathematics standard 1 pathway provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses. It also provides an appropriate mathematical background for students entering the workforce and/or undertaking further training
Course Structure	HSC Mathematics General 1 Course • Strand: Financial Mathematics • Strand: Data and Statistics • Strand: Measurement • Strand: Probability • Strand: Algebra and Modelling • Focus Study: Mathematics and Design • Focus Study: Mathematics and Household Finance • Focus Study: Mathematics and the Human Body • Focus Study: Mathematics and Personal Resource Usage

SCHOOL VOCATIONAL EDUCATION & TRAINING

Board Developed Courses

Category B

SIT20316 Certificate II in Hospitality

Public Schools NSW, Tamworth Registered Training Organisation 90162
This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: **Hospitality - Food and Beverage** Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. Partial completion will lead to a statement of attainment towards the qualification.

Tourism, Travel and Hospitality training package (SIT 1.2)

Units of Competency

Core

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

Electives

SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage

Plus, additional competencies

Category A

SITXFSA001	Use hygienic practices for food safety
SITHCCC001	Use food preparation equipment
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads

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

Our RTO acknowledges the experience and prior learning of our students. Students who can present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

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

Examples of occupations in the hospitality industry:

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

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

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

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

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

Course Cost: Preliminary - $100 HSC - $100 **Plus a 1 off uniform fee (amount to be confirmed app $80** **School Specific equipment and associate requirements for students**	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

BOARD ENDORSED COURSES

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

- Content Endorsed Courses have syllabuses endorsed by the NESA to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.

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

- There is no external examination for Board Endorsed Courses. Assessment is school based.

- All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Universities Admission Index (ATAR).

- Content Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

Subject Name	**Marine Studies**
Contact Person: Mr Cristhian Colli	
2 Units for each of the Preliminary and HSC courses	
Exclusions NIL	
Content Endorsed Course	
Course Description	The oceans cover more than 70 per cent of the earth's surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. The growing demands of urbanization, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first century.
Course Structure	Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Students undertaking Marine Studies will: • Develop an awareness of the scope and diversity of marine ecosystems; • Measure the fundamental parameters which affect life in the marine environment; • Gain knowledge to assist with employment in marine related occupations; • Develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources.
Summary of Assessment	There is no external examination of students in content endorsed courses in Stage 6. Students will complete research tasks, practical based examinations to assess skills and end of course internal examinations.
Cost	There is a fee of $20 for this course in addition to diving costs.

Subject Name	**Photography and Digital Imaging**
Contact Person: Ms Jessica Eke	
2 Units for each of the Preliminary and HSC courses	Visual Arts – Photography HSC submitted work Video and Digital Imaging
Exclusions	Exclusions Film Video Strand
Content Endorsed Course	
Course Description	Photography Strand Photography and Digital Imaging is a course designed to cover many aspects of contemporary photographic practice. It caters for students with varied interests in the photographic field, including those interested in pursuing photography or media studies at a tertiary level, Visual Arts students who would like to use photographic skills to enhance their art making and students who are interested in social, recreational and commercial applications of photography. The course is predominately practical, including digital and analogue techniques. Theoretical studies include essential skills for camera use, as well as the study of a range of contemporary photographers. In Year 12, this course aims to provide students with more opportunity to pursue their own areas of interest in terms of techniques, media and subject matter, which culminates in the presentation of a major work.
Course Structure	This course in Photography and Digital Imaging will allow students to: • increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings; • develop an understanding of the methods photographers use to build meanings; • develop skills through the acquisition of the techniques of photography; • use photography as a means of visual communications and a process to aid observation and analysis; • gain an understanding of careers involving photography
Summary of Assessment	There is no external examination of students in Content Endorsed Courses Stage 6. Preliminary Course/HSC Course Designing and making 70% Critical and Historical study 30%
Cost	There is a fee of $80 for this course

Subject Name	**Film, Video and Digital Imaging**
Contact Person: Ms Natalie Grant	
2 Units for each of the Preliminary and HSC courses	
Content Endorsed Course	
Exclusions	Exclusions Photography Strand: Visual Arts - Film/Video Submitted Artwork and Photography and Digital Imaging
Course Description	Video Strand: Film, Video and Media is a course designed to cover many aspects of film and video production. It caters for students on many different levels, from those interested in pursuing vocational studies through to students who want to develop their skills for recreational applications. While this course aims to be as practical as possible, there are theoretical components too. This includes the pre-production and post-production stages of film making, in particular script writing, story boarding, marketing etc. The practical components include camera work, editing, computer graphics, including animation. In Year 12, this course aims to provide students with greater opportunity to pursue their own interests in terms of techniques, media and subject matter which culminates in the presentation of a 'major work'.
Course Structure	Documentary – practice Short film – practice Conventions of the Film Industry - critical/historical Power of the Media – critical/historical Mandatory Occupational, Health, Safety Module These modules develop and awareness of the moving image as a means for communication, representation and interpretation. Investigations of concept, technique and intentions enables students to generate a video practice for a considered audience.
Summary of Assessment	As for Photography and Digital Imaging
Cost	There is a fee of $60 for this course

Subject Name	**Sport, Lifestyle and Recreation Studies**
Contact Person: Mr Lachlan McKenzie	
Content Endorsed Course	
Exclusions	Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.
Course Description	Students will learn about the importance of an active and healthy lifestyle and recognize the need to be active, responsible and informed decision makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.
Course Structure	The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: • Aquatics • Athletics • First Aid • Fitness • Gymnastics • Healthy Lifestyle • Outdoor Recreation • Resistance Training • Specific Sports • Sports Administration • Sports Coaching and Training
Summary of Assessment	There is no external examination of students in Stage 6 Content Endorsed Courses. Most Assessment Tasks have a practical element which students are expected to complete.

Subject Name	**Visual Design**
Contact Person: Ms Jessica Eke	
2 Units for each of the Preliminary and HSC courses	
Exclusions: Work submitted for assessment in Ceramics may not be submitted for assessment in any other subject.	
Content Endorsed Course	
Course Description	Designed images and objects such as ceramics, jewelry, clothing, furniture, posters, publications, building and film are closely related to the works produced by artists. Both communicate ideas about us and our world. The difference lies in the utilitarian functions of these design works: we sit in them, wear them and drink out of them. This course provides students with opportunities to exploit the links between art and design, by designing and making images and objects in which aesthetic qualities and symbolic meanings are as important as utilitarian function. It encourages students to explore the practices of graphic, wearable, product and interior/exterior designers in contemporary societies and promotes imaginative and innovative approaches to design within the context of the Australian environment and culture. During the Visual Design course, students develop a portfolio of their design works, which can be used when applying for a wide range of design related courses at a Tertiary level. Visual Design provides opportunities for students to pursue their abilities and interests in design fields that offer a wide range of tertiary courses and work opportunities. At a more general level, it enables students to make design decisions related to their own lives.
Course Structure	Preliminary Course / HSC Course 6-12 modules from a range of modules are to be studied over the duration of the Visual Design Course. There are four fields of Visual Design practice, each of which comprises 3 possible modules. The four fields are graphic design, wearable design, product design and interior/exterior design. There is also a mandatory module: Occupational Health and Safety
Summary of Assessment	There is no external examination of students in Content Endorsed Courses Stage 6. Preliminary Course / HSC Course Designing and making – 70% Critical and Historical Study – 30%

LIFE SKILLS COURSES

Contact Teacher: Mr Andrew Browne

As part of the HSC program of study, there are courses available that are primarily designed for students with intellectual disabilities. They include:

- English Life Skills Course
- Mathematics Life Skills Course
- Science Life Skills Course
- Citizenship & Society Life Skills Course
- Creative Arts Life Skills Course
- Work and Community Life Skills Course
- Personal Development, Health and Physical Education Life Skills Course
- Technology and Applied Studies Life Skills Course

These courses are implemented by Mullumbimby High School as part of the Support Class program and in mainstream classes.

Courses are tailored to the specific needs of the individual student and there are strict criteria for acceptance to these courses.

Support Class Life Skills Program: Generally, all students enrolled in the Life Skills support class will undertake full time pattern of study of Life Skills courses.

Regular Class Life Skills Program: Students in regular classes who are eligible for Life Skills credentialing can have some or all of their regular subjects as Life Skills courses. Students will remain in their regular classes with curriculum modification and case management support from the Support Faculty.

For more information, contact Mullumbimby High School or visit the NSW BOSTES website to learn more about Life Skills courses in NSW schools.

TAFE DELIVERED VET COURSES

TVET offers exciting choices for students who are looking for hands on, practical learning with pathways into TAFE, Uni or Work. A vocational course will equip students with relevant knowledge and skills valued by employers and will help make students more job ready. There are two types of courses, Board Developed (still count for an ATAR) and Board Endorsed (counts as 2 units, but not ATAR subjects). Board Developed Courses also require 70 hours of mandatory Work Placement over the two years. You must carefully consider all of this information when choosing your pattern of study for Year 11 and 12. The biggest challenge for students at Mullumbimby High School is transport to TAFE each week and the commitment required to travel up there and back. There are a great many opportunities for students who undertake a TVET course and if successfully completed you will gain a

nationally recognized qualification. Our nearest TAFE Campus is at Kingscliff, which is where most courses are offered for our School.

See the TAFE booklet for full details of all courses, which may be available. Copies are available from the Careers Adviser, Ms Vanessa Perrin.

SCHOOL BASED APPRENTICESHIPS

Want to start an apprenticeship and get your HSC?

A School Based Apprenticeship may be for you.

What are they?

- You commence your Apprenticeship part-time whilst in Years 11 and 12 working a minimum of **eight** hours per week
- At the end of Year 12 you commence full time with your employer for the remaining term of your apprenticeship
- School Based Apprentices can expect to gain a minimum of four units of credit toward their HSC

Apprenticeships Available School Based Apprenticeships are available in a wide range of trade areas including:

* Automotive
* Beauty/Hairdressing
* Carpentry and Joinery
* Hospitality
* Electro technology
* Metals and Engineering
* Plumbing

Go to http://www.sbatinnsw.info/index.php for more information on Apprenticeships available in NSW.

What is the student's commitment in a School Based Apprenticeship?

- Students are committing to **complete an Apprenticeship** part time during Years 11 and 12 then full time on completion of HSC for the remaining term of the Apprenticeship
- Students may need to attend TAFE to complete Stage 1 of their trade course (as part of their HSC)
- It requires a minimum of eight hours per week work which may have to be undertaken on a school day
- Students must be prepared to work some days, evenings, weekends and more hours during school holidays

What are the benefits to students?

- Students will complete the equivalent of the first year of their Apprenticeship whilst gaining their HSC
- Students have a full-time job on completion of Year 12
- School Based Apprentices can expect to gain a minimum of four units of credit toward their HSC

How to get a School Based Apprenticeship?

- Positions will be advertised through the School Careers Adviser
- Do you already have part time work that could be converted to a School Based Apprenticeship? Let your Careers Adviser know.
- You will need to complete an Expression of Interest form and provide a Resume for the employer (see your Careers Adviser for help)
- Have a meeting with your Careers Adviser to discuss possibilities