RIVERSIDE
GIRLS HIGH SCHOOL

Stage 6 Curriculum Handbook

The course selection handbook for students starting Year 11 in 2024

Riverside Girls High School provides a caring and dynamic learning environment where girls can achieve their individual potential and become confident, independent and creative young women.

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Introduction

When considering which courses to study, explore the content of a course. For example, what are the course outcomes? Will you be required to submit a major work, or perform, as part of your exams? Talk with your teachers about your strengths and weaknesses, as well as individual course requirements, before making your selections.

Year 10 subject selections are an exciting and sometimes overwhelming time. This is the first opportunity you have had to choose your entire pattern of study (English is the only mandatory course for the HSC) in 2025. At Riverside we always give the same advice to students: your aim is to attain the best HSC result you can so you should choose courses that you are good at, interested in and may use in the future. Performance in the HSC creates options for you when making decisions about post-school pathways, including further study at university, TAFE, private colleges or moving directly into the workforce. For this reason, you should endeavour to do your best. Goal setting is an important part of senior study; however, not all students have decided where their future lies and find the pressure of choosing subjects for the HSC very difficult. This is why we always advise that it is critical that you make your own subject choices, without influence from teachers, parents or friends. It is also important that you choose subjects that you enjoy and achieve well in so that you are confident that you have a strong foundation in the content and skills of the course and that you will be able to sustain your effort and interest in the course. You will only perform well in a subject if you enjoy the subject and have the capabilities and skills to understand and achieve the outcomes of the course. Many students have clear goals and expectations for their senior and post-school experiences. This makes subject selections a relatively simple process. Other students; however, have a less firm idea about future directions. If you are one of these students you should ensure that you choose subjects that play to your strengths and give you the best opportunity to excel and maximise your results. The Preliminary and HSC courses offer many challenges and at times you will feel pushed to the limit with the expectations of teachers and assessment tasks. One thing you should always remember is that you are not alone on your HSC journey. You will be supported to do your best by every staff member here, including your teachers, Year Adviser and Deputy Principal. It is also a wonderful opportunity for you to develop your soft skills in communication, creativity and critical thinking to equip you for your future career and lifelong learning.

Riverside has a tradition of academic excellence. We also create opportunities for every student to achieve through co-curricula activities and a breadth of curriculum. This booklet has been prepared to assist you in making these important choices and outlines the requirements of the NSW Education Standards Authority (NESA) for you to achieve your HSC.

In order to provide a broad curriculum, some courses with small numbers of students may run on a reduced face-to-face teaching load. Change of course requests in 2024 will not guarantee student placement into desired courses, as class sizes, resources and timetable fixtures are all areas that need to be considered.

This booklet has been designed to help you make appropriate and realistic decisions. For more information go to www.educationstandards.nsw.edu.au.

Good luck with your decision-making!

Louise McNeil
Principal

Contents

Want to know more?

Visit UAC's website - https://www.uac.edu.au/future-applicants/year-10-students

- Year 10 Tips for Choosing HSC Courses, (a single page fact sheet)
- Steps to Uni for Year 10 Students, the 2023 edition – some copies are provided to each school, please see the Careers Adviser, Ms Soares
- Uni open days 2023
- University Admissions Centre (UAC) Guide 2023-2024 https://www.uac.edu.au/media-centre/publications

Board Developed Courses and Board Endorsed Courses (BEC) - https://www.uac.edu.au/future-applicants/atar/atar-courses

Board Developed Courses and Board Endorsed Courses are included in your Australian Tertiary Admission Rank (ATAR).

Additional information is also available @

- http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z
- https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC

Various Universities

- Macquarie University - www.mq.edu.au
- University of Sydney - www.usyd.edu.au
- University of Technology, Sydney - www.uts.edu.au
- University of NSW - www.unsw.edu.au
- Western Sydney University - https://www.westernsydney.edu.au/

Qualifying for the Higher School Certificate

The choice of courses at senior school is ultimately yours, but there are some requirements dictated by the NSW Education Standards Authority (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 courses as possible from the handbook, but some courses may not be timetabled if too few students select them.

NESA/School Requirements

1. **The required pattern of courses for full time students is a minimum of 12 units of Preliminary Year 11 courses** and 10 units of HSC courses in Year 12. Some students may choose to study more than 12 units in Year 11.

   Your selection must include:

   - a Preliminary pattern of study that includes at least 12 units
   - an HSC pattern of study that includes at least 10 units.

   Both patterns of study must include at least:
   - 6 units of Board Developed Courses
   - 2 units of a Board Developed Course in English
   - 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
   - 4 subject areas.

2. **Participate in experiences which are required by the syllabus.**
3. **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.
4. **Maintain an excellent record of attendance and application to your studies**. Students may be declared “non-serious” and therefore ineligible to proceed in the Preliminary or HSC course, if they do not complete sufficient hours and apply themselves with diligence to their studies. Successful completion of a course requires achievement of outcomes. These can only be achieved through completing the mandatory hours of the course.

NESA Rules

1. All Preliminary course work must be completed to gain a Preliminary (Year 11) Record of Achievement issued by NESA. The Principal is required to certify satisfactory completion of each course at the end of Term 3 Year 11. Year 11 Preliminary courses are of 30 weeks duration.
2. Satisfactory completion of a Preliminary course or its 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 will commence in Term 4 2024.
3. The study of any prescribed HSC texts cannot commence before the beginning of the HSC courses in Term 4 2024.
4. For HSC examination purposes the outcomes of Preliminary courses will be regarded as "assumed knowledge".
5. As of the 2025 HSC, all courses are included in the calculation of an ATAR.

ATAR COURSE CATEGORIES

Removal of ATAR course categories

From 2025, any course that schools offer with an HSC exam can count towards the calculation of the ATAR.

This categorisation change is a university measure.

This reform will:

- improve student choice, with more students able to select a course of study that recognises a breadth of applied and academic learning
- strengthen the value and recognition of VET
- reduce the barriers of HSC VET examination.

What is changing?

English Studies, Mathematics Standard 1, and VET courses with an HSC exam are currently classified as Category B.

Previously, students could only have a maximum of 2 units of Category B courses contribute to their ATAR calculation.

The Universities Admission Centre (UAC) is removing this categorisation from the 2025 HSC onwards. Students will therefore have more courses contribute to their ATAR.

What does this mean for students?

Students can undertake English Studies, Mathematics Standard 1 AND pursue more VET pathways while having the option of an ATAR pathway into university.

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

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/hsc-courses

Satisfactory Completion of a Course

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

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

a) *followed* the course developed or endorsed by NESA

b) *applied* herself with diligence and sustained effort to the set tasks and experiences provided by the course

c) *achieved* most or all of the course outcomes.

Clearly, absences that impact on the achievement of outcomes 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 will find it very difficult to complete course requirements and mandatory hours.

If at any time it appears that a student is at risk of being awarded an "N" determination (non-completion of course requirements) 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 18 years of age). This warning should be given in time for the problem to be corrected.

Students who have not complied with all the above requirements, cannot be regarded as having satisfactorily completed the course. The Principal is then obliged to apply the "N" determination.

Cases of "N" determinations (i.e. non-completion of course requirements) are submitted by the school to the NESA. Courses that are not satisfactorily completed will not be printed on the Record of Achievement or Result Notices for Year 11 Preliminary courses from NESA.

Principals are required to confirm, at the end of Term 3 in the Preliminary year, that the student has satisfactorily completed a minimum of 12 Preliminary units and that their entry for each HSC course is valid.

Students who have received an "N" determination have a right of appeal to NESA.

Students who have not fulfilled course requirements at the end of Year 11 may **not** proceed to Year 12 in that particular course.

HSC Assessment Guidelines

(Sourced: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment)

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

School-based assessment requirements

All assessment schedules ensure they reflect mandatory requirements including:

- three tasks including minimum and maximum task weightings
- course components and weightings
- any mandatory task types.

Students will be provided with details about course assessment schedules and advice about formal assessment tasks including weightings, timing and marking criteria.

Students will undertake:

- course-specific formal school-based assessment programs
- a range of assessment task types such as tests, written assignments, oral presentations, digital submission, practical activities, fieldwork and projects
- course-specific external assessment, such as the HSC examinations or submitted works. (NESA: Understanding Assessment)

University Entry Requirements

Change to ATAR eligibility from 2025

As of 2025, HSC Board Developed courses will no longer be categorised as Category A or Category B.

To be eligible for an ATAR, a student must satisfactorily complete at least:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

IMPORTANT THINGS TO KNOW:

- An ATAR is an Australian Tertiary Admission Rank. The top rank of the ATAR will be 99.95. It is a rank not a mark.
- 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 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 indicates a student's position relative to their cohort.

Your ATAR and choosing courses

There are some myths that selecting certain courses will help you to gain a higher ATAR. This is not the case.

Your HSC mark and ATAR are not calculated the same and each is used for different purposes.

The Higher School Certificate (HSC) is a set of results that provides a profile of a student's achievements against standards across a range of HSC courses. If a course has a high scaled mean it tells us that, on average, the ability of the students in that course is high. It does not guarantee that you will earn a high HSC result in the course or a high ATAR if you study that course.

The Australian Tertiary Admission Rank (ATAR) is a rank which provides a measure of a student's overall academic achievement in the HSC in *comparison* to other students. It is based on your scaled HSC marks, not your HSC examination marks alone. Because the ATAR is a rank, it allows the comparison of students who have completed different combinations of HSC courses. The rank is designed for use by tertiary institutions to select applicants for a course at their institution. Importantly, it is not the only way that selections will be made.

The underlying principle is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another. Just doing a particular set of courses won't guarantee you get a high ATAR – what can matter more is how well you do in the course compared to everyone else.

The best advice for students is to do courses they enjoy and are good at, rather than choosing courses because of a belief that they will scale well.

Choice of which courses to study should be determined only by the interests, demonstrated abilities and the utility of individual courses for the future career plans of the student concerned.

Read more at https://www.uac.edu.au/media-centre/news/5-facts-about-scaling

Frequently asked questions

Does the school I attend matter?	No. The school attended does not feature in the ATAR calculation. The ATAR calculation is based only on marks provided by the NESA; no other information is used.
Are certain courses always "scaled down"?	No. As scaling is carried out afresh each year, if the quality of the candidature changes, the scaled mean will also change.
Is it true that if I study this course I can't get a high ATAR?	No. As the tables shows there are students in every course who achieve high ATARs.
Why can't I use my HSC marks to check the calculation of my ATAR?	There are two reasons. The first is that scaled marks are used in the calculation of the ATAR, and secondly, the ATAR is not an average mark. It is a rank that indicates your position in relation to other students.
Can I find out what my scaled marks are?	No. Scaled marks are not reported to students. They are determined during an interim phase in the ATAR calculation.
I have similar HSC marks to my friend, but we don't have similar ATARs. Why not?	Your ATARs would be similar if your courses were the same. If your courses were different your ATARs are likely to be different as different courses have different scaled means.
Which course should I study?	Choice of which courses to study should be determined only by the interests, demonstrated abilities and the utility of the courses for the future career plans of the student concerned.
Do I get a better ATAR if I study more units?	This is a common question but difficult to answer. The relationship between number of units studied and ATAR might result from personal attributes including interest, motivation, effort and time management. One cannot assume that simply by studying more units one's ATAR will be increased.
What happens if I repeat a course?	If a course is repeated only the last satisfactory attempt is used towards the calculation of the ATAR.

Sample Record of School Achievement (RoSA)

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 6 PRELIMINARY COURSES

Year	Course	Result
Board Developed Courses		
2020	Community and Family Studies (2 unit)	D
	Legal Studies (2 unit)	B
2019	English Studies (2 unit)	B
	Mathematics Standard (2 unit)	C

123456789

Student Number: 93292223

Issued by NESA without alteration or erasure on 17 November 2020 at Sydney, NSW, Australia

Chief Executive Officer
NSW Education Standards Authority

Sample Higher School Certificate (HSC) Record of Achievement

HIGHER SCHOOL CERTIFICATE

Record of Achievement

NSW GOVERNMENT | Education Standards Authority

This is to certify that
Sample Student
of
Other Sample High School
has met the requirements of the Higher School Certificate and has received the results shown below.

STAGE 6 HSC COURSES

Year	Course	Examination Mark	Assessment Mark/Grade	HSC Mark	Performance Band
Board Developed Courses					
2019	Biology (2 unit)	80/100	82/100	81	5
	Classical Hebrew Continuers (2 unit)	93/100	94/100	94	6
	Classical Hebrew Extension (1 unit)	46/50	46/50	46	E4
	English Advanced (2 unit)	86/100	86/100	86	5
	Legal Studies (2 unit)	85/100	86/100	86	5
	Studies of Religion II (2 unit)	86/100	84/100	87	5

SAMPLE

123456789

Student Number: 73333813

Issued by NESA without alteration or erasure on 12 December 2019 at Sydney, NSW, Australia

Chief Executive Officer
NSW Education Standards Authority

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 e.g. 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 Riverside. However, the actual rank order of students and the gap between students for each course submitted by the school remains unchanged in this moderation process, (moderation will be explained on course selection evening).

(ii) External Assessment

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

Australian Tertiary Admission Rank (ATAR)

The ATAR is a ranking of **all** eligible HSC students from <15.00 to 99.95, devised by the Universities on the basis of scaled HSC results. Approximately 75,000 students will sit for the HSC. About 70.000 of these candidates will be eligible for an ATAR. The ATAR is used to determine entrance to particular courses at University. Minimum ATARs for entry to particular University courses change each year, according to supply and demand for those courses.

The ATAR is a number obtained from a calculation made by the University of Sydney to rank all eligible students. It is based on the student's ten best Board-Developed unit scores combining examination and assessment results.

The University Admission Centre will advise students on a separate notice of their ATAR. The ATAR is reported on a scale of <15.00 to 99.95 with intervals of .05. Students are able to see where they stand in relation to all other HSC candidates who are seeking university entrance.

Students on the top rank will receive an ATAR of 99.95. Students at the lowest end will receive an ATAR of <15.00.

Please Note: Schools receive a print out of all HSC results from the NESA but not ATARs. We text or email students individually to find out their ATAR. Some students would rather not tell us and there is no problem about that. Knowing which HSC results align with particular ATARs can helps us to advise students wisely the following year.

NESA

This is an independent statutory body which is responsible for curriculum development, examinations and assessment for the School Certificate and the Higher School Certificate in NSW.

1. NESA-Developed Courses

   1U, 2U courses whose syllabuses have been developed by NESA. They are examined by the HSC examination. Marks for NESA-Developed Courses count towards the ATAR.

2. 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.

3. NESA Endorsed Courses (BECs)

   These courses are endorsed (i.e. 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 ROA but does **not** count towards the ATAR.

4. Vocational Education and Training Courses (VET)

   These courses can be delivered by either schools or TAFE. They can also be delivered by a range of training providers. Courses are available within seven Industry Frameworks. VET courses include Hospitality, Tourism, Retail, Business Services and Information Technology. These vocational HSC courses give students opportunities to achieve work related competencies and qualifications that are recognised nationally in industry.

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 hierarchically 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 (MSE), ie below 50%, Band 6 represents the highest level of performance, ie a mark between 90-100%

Performance Scale

A performance scale is a scale of marks between 0-100 or 0-50 for HSC courses. On a scale of 0-100 there are six performance bands which describe student achievement aligned to the scale of marks. On a scale of 0-50 there are four performance bands aligned to the scale of marks.

Standards

Standards refer to the knowledge, skills and understanding expected to be learned by students as a result of studying a course, together with the levels of achievement of the knowledge, skills and understanding.

Syllabus Package

A syllabus package contains the syllabus, examination specifications, a specimen HSC examination paper, an HSC marking guide and draft performance bands.

Units of Study

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

- A unit of study refers to the amount of time allocated to a course per week with each unit involving lesson time of 2 hours per week.
    - 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 (approx. 60 hours) in Preliminary (Year 11) and/or HSC (Year 12). It is worth 50 marks.
    - Two Unit: A course of study that involves lesson time of 4 hours a week (approx. 120 hours). This is the basic course which is worth a maximum of 100 marks.
    - Extension: A course of study that involves lesson time of 2 hours a week (approx. 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 Two both the 2 Unit Course and the Extension I Course (Total = 240 hours).

Credit Transfer

- Many HSC courses will give you Advanced Standing for TAFE courses after you complete the HSC. You can access this information on https://www.tafensw.edu.au/study/pathways/tafe-to-university. Seek assistance from the Careers Adviser if you require further clarification about Credit Transfer or Advanced Standing from HSC courses to TAFE courses.

General and Elective Course Contributions 2024

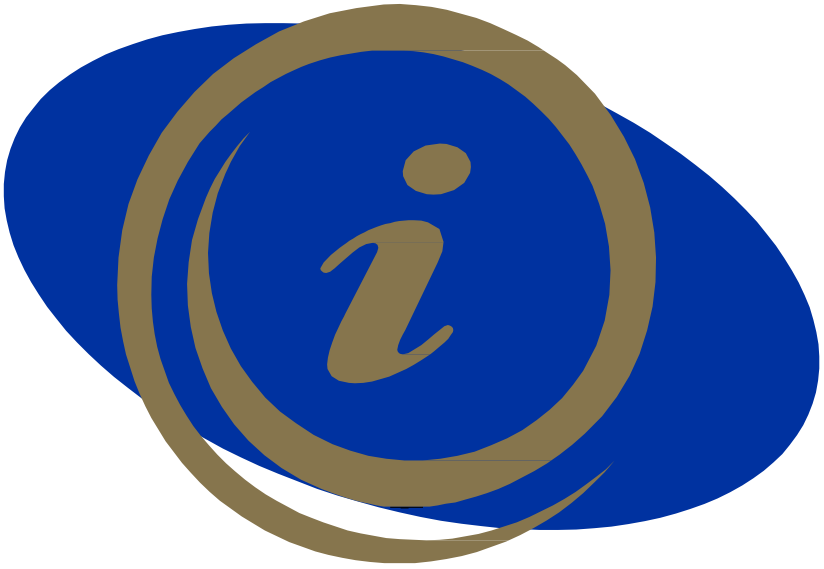
Correct at time of printing

	General Contribution	Technology Levy
Year 11	$140	$60
Year 12	$140	$60

Course Contributions		Year 11	Year 12
Dance		$50	$50
Design & Technology		$80	$80
Drama		$55	$55
French Continuers		$20	
Food Technology		$80	$80
Hospitality (VET)		$150	$150
Hospitality uniform	to be purchased by Term 1 Week 6	$80 - $100	
Music 1		$55	$55
Textiles & Design		$80	$80
Visual Arts		$70	$70

NESA Developed Courses

The following information has been adapted from various sources including the NESA website: https://www.educationstandards.nsw.edu.au/.



Preliminary Courses Year 11

NESA Developed Courses

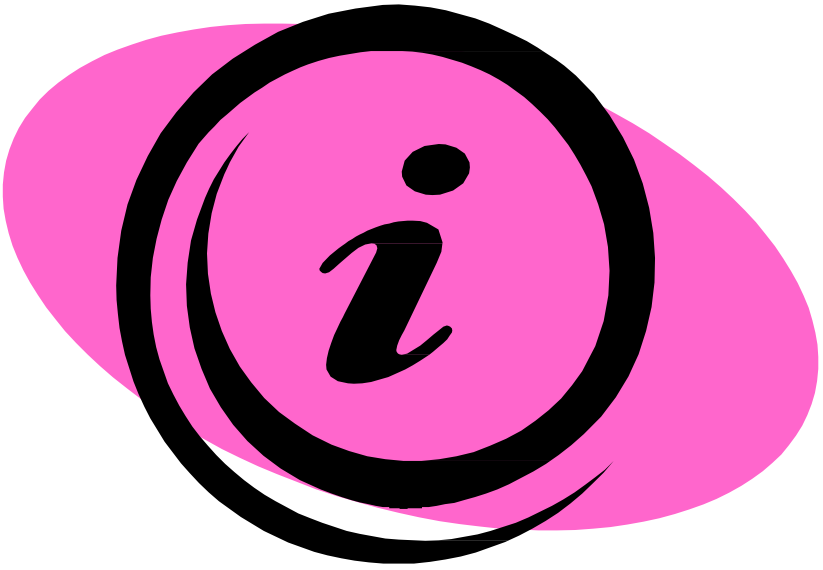
English	Maths	Science	TAS	HSIE	Languages	CAPA	PDHPE	VET
2U Drama	2U Mathematics Advanced	2U Biology	2U Design & Technology	2U Ancient History	2U French Continuers	2U Dance	2U Community & Family Studies	2U Hospitality (VET)
2U English (Advanced)	2U Mathematics Standard 2	2U Chemistry	2U Food Technology	2U Business Studies	2U French Beginners	2U Music (Course 1)	2U PDHPE	
2U English (Standard)	2U Mathematics Standard 1 (HSC 2025)	2U Earth & Environmental Science	2U Textiles & Design	2U Economics		2U Visual Arts		
2U English Studies	1U Mathematics Extension 1	2U Investigating Science		2U Geography				
2U English (EAL/D		2U Physics		2U Legal Studies				
1U English (Extension)				2U Modern History				
				2U Society & Culture				

NESA Endorsed and Content Endorsed Courses **(these do not contribute to an ATAR)**

1U Philosophy								

Please note: As the curriculum is student driven, not all courses will necessarily run. It is important that students consider their options carefully.

CAPA Courses



Dance

2 units for each of Preliminary and HSC | NESA Developed Course

Prerequisites:	There are no prerequisites for Dance, although it is recommended that students have experienced some form of formal dance training, for example contemporary, ballet or jazz.	
Course Description:	Dance in Stage 6 is designed for students to experience, understand and value dance as an artform. Through Dance studies, students will develop knowledge and understanding, skills, values and attitudes about: Dance Performance, Dance Composition and Dance Appreciation. In Dance Performance students gain knowledge, understanding and skills about dance technique, physically preparing the body to dance, anatomical requirements and performance quality. In Dance Composition students learn about the theories, principles, processes and practices of dance composition. Students are encouraged to create and develop a personal response that communicates intent. In Dance Appreciation students study seminal artists and works for their contribution to the development of dance. The study of dance as an artform within the school environment is of special educational value to the students' total development, as it offers students new ways of learning through the performance, composition and appreciation of dance. The Dance Stage 6 Syllabus emphasises dance both as an artform in its own right and as an exciting medium for learning that fosters students' intellectual, social and moral development. The artform of dance has a theoretical base that challenges the mind and the emotions, and its study contributes to the students' artistic, aesthetic and cultural education.	
Preliminary Content:	Students undertake a study of Dance as an artform. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course. Components to be completed are: • Performance (40%) • Composition (30%) • Appreciation (30%)	
HSC Content:	Students continue common study in the three course components of Performance, Composition and Appreciation and also undertake an in-depth study of dance in one of the Major Study components, either Performance, Composition, Appreciation or Dance and Technology 1. Core (60%) - Performance 20%, Composition 20%, Appreciation 20% 2. Major Study (40%) Performance or Composition or Appreciation or Dance and Technology.	
Assessment: HSC Course	**<u>External Assessment</u>** **Core Performance – 20%** (Performance and Interview) **Core Composition – 20%** (Composition and Interview) **Core Appreciation – 20%** (1 hour written exam containing 2 extended response questions – one for each of the assigned dance works) **Major Study – 40%** (The dancer's choice of component. The assessment will be the same medium as the core assessment)	**<u>Internal Assessment</u>** **Core Performance – 20%** (Performance, Interview and Dance Journals) **Core Composition – 20 %** (Composition, Interview and Composition Journals) **Core Appreciation – 20%** (Extended question response and written exam) **Major Study – 40%** (The dancer's choice of component. The assessment will be the same medium as the core assessment with accompanying Dance
Further Information:	For more information see Ms Mitchell.	

Music 1

2 units for each of Preliminary and HSC | NESA Developed Course

Who can study this course?	Anyone who is interested in Music. You do not need to have studied music as an elective in Years 9-10.
Exclusions:	You cannot choose this course if you are studying Music 2
What will I study?	In the Preliminary course, students will study the concepts of music through performance, composition, musicology and aural across a range of music genres. Students will study three topics in each year of the course. Topics are chosen from the Stage 6 Music 1 Syllabus covering a range of time periods and music styles. While the course builds on the Stage 4 and Stage 5 Music courses, Music 1 provides an alternative course of study to Music 2. The curriculum structure is adapted to meet the needs and interests of students with varying degrees of experience in their theoretical and practical
Particular course requirements:	**HSC Course** In the HSC Music 1 course, students will be required to demonstrate skills in performance, composition, musicology and aural. They will present a mandatory Core performance work and present three elective works from a combination of topics for performance, composition and musicology for the HSC examination. In addition, an Aural Skills written examination is required. Students selecting composition and musicology electives will be required to compile a portfolio as part of the process of preparing a submitted work. The portfolio may be

Assessment: HSC course				
	External Assessment		Internal Assessment	
	Core Performance (one piece) - practical examination	20	Core Performance	10
			Core Composition	10
	A 1 hour aural - written examination	30	Core Musicology	10
			Core Aural	25
	Electives: Any combination of		Elective 1	15
	Performance (one piece)	20	Elective 2	15
	Composition (submitted composition)	20	Elective 3	15
	Musicology (viva voce examination)	20	*Across four different assessment tasks*	

Footnote: In the HSC external assessment the marks for the Core performance and the three Electives will be converted to a mark out of 70, which combined with the written aural exam giving a total mark out of 100 for the examination.

Visual Arts

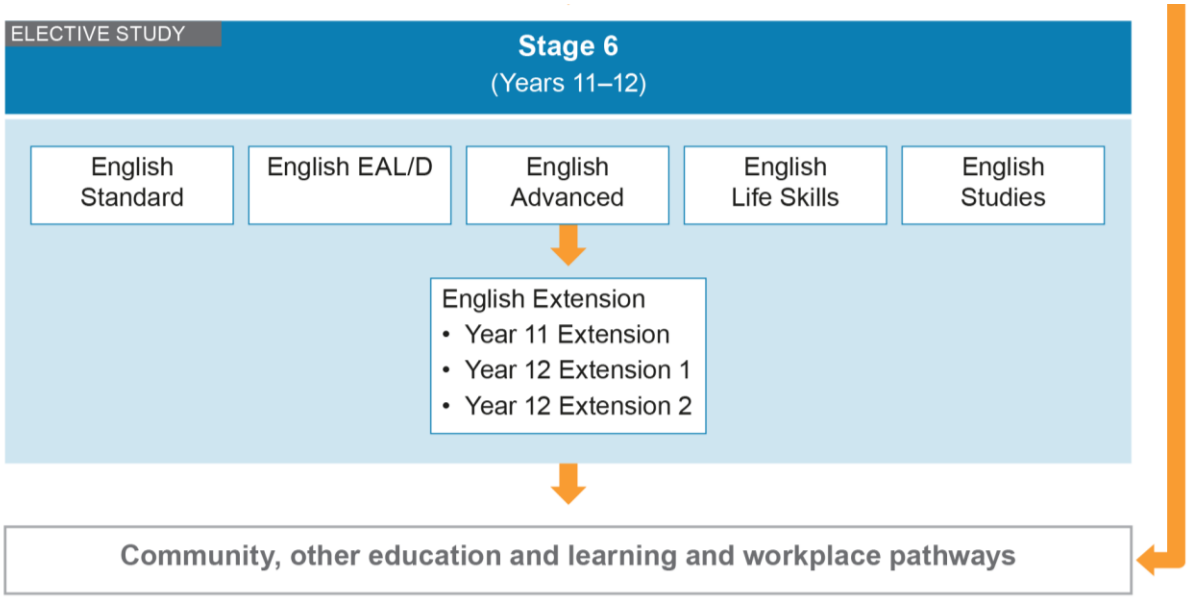
2 units for each of Preliminary and HSC | NESA Developed Course

Course Description:	In Visual Arts you will be involved in artmaking, art criticism and art history. Students will be guided in the development of artworks which culminate in a 'body of work' in the HSC course. This 'body of work' should reflect your knowledge and understanding of art processes and skills and should demonstrate your ability to develop a conceptually strong artwork. In art criticism and art history you will investigate artworks, art critics, art historians and artists from Australia, as well as those from other cultures, traditions and times. This study becomes more exciting and involving when it relates to the development of your own work.
What will I study?	**In the Preliminary course you will:** • Investigate different practices and processes through artmaking, art history and art criticism. • Explore the role and function of artists' artwork, the world and audiences in the art world. • Develop your own point of view using the frames in an informed way. • Develop meaning and focus and an involved interest in the development of your own artwork. • Work in different forms of artmaking to build understanding over time through various investigations. **In the HSC course you will:** • Develop your own informed point of view in increasingly more independent ways using the frames. • Select areas of interest to further develop your own artmaking practices and your investigations into art criticism and art history. • Learn more about the relationships between artists and the art audience. • Develop your own artworks with conceptual meaning and sustained technically resolved focus.
Particular Course Requirements	**Preliminary Course:** • artworks in many expressive forms and use of a process diary • a broad investigation of ideas in art criticism and art history. **HSC Course:** • development of a body of work and use of a process diary • a minimum of five Case Studies (4–10 hours each) • deeper and more complex investigations of ideas in art criticism and art history.

Assessment: HSC course	External Assessment		Internal Assessment	
	A written examination paper	50	Development of the 'body of work'	50
	Submission of a Body of Work	50	Art criticism and art history	50

English Courses

Stage 6 Preliminary 2024



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

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts to develop their academic achievement through understanding the nature and function of complex texts.

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations to be effective, creative and confident communicators.

<table>
<tr><td rowspan="3">Year 11 course (120 hours)</td><td>English Studies</td><td>Indicative hours</td></tr>
<tr><td>Mandatory module – Achieving through English: English in education, work and community</td><td>30–40 hours</td></tr>
<tr><td>An additional 2–4 modules to be studied</td><td>20–30 hours each</td></tr>
<tr><td>Text requirements</td><td colspan="2">In Year 11 students are required to:
read, view, listen to and compose a wide range of texts including print and multimodal texts
study at least one substantial print text (for example a novel, biography or drama)
study at least one substantial multimodal text (for example film or a television series).
Across Stage 6 the selection of texts must give students experiences of the following as appropriate:
reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples
texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</td></tr>
<tr><td>Additional requirements</td><td colspan="2">In Year 11 students are required to:
be involved in planning, research and presentation activities as part of one individual and/or collaborative project
develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</td></tr>
<tr><td rowspan="3">Year 11 course (120 hours)</td><td>English Standard</td><td>Indicative hours</td></tr>
<tr><td>Common module – Reading to Write: Transition to Senior English</td><td>40</td></tr>
<tr><td>Module A: Contemporary Possibilities</td><td>40</td></tr>
<tr><td></td><td>Module B: Close Study of Literature</td><td>40</td></tr>
<tr><td>Text requirements</td><td colspan="2">There are no prescribed texts for Year 11
Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film).
Students are required to study ONE substantial literary print text in Module B, for example prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet.
Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
The Year 11 course requires students to support the study of texts with their own wide reading.</td></tr>
</table>

Year 11 course (120 hours)	**English Advanced**	**Indicative hours**
	Common module: Reading to Write	40
	Module A: Narratives that Shape our World	40
	Module B: Critical Study of Literature	40
Text requirements	There are no prescribed texts for Year 11. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.	
Year 11 course (60 hours)	**English Extension**	**Indicative hours**
	Module: Texts, Culture and Value	40
	Related research project This project may be undertaken concurrently with the module	20
Text requirements	Teachers prescribe ONE text from the past and its manifestations in one or more recent cultures Students select ONE text and its manifestations in one or more recent cultures. Students research a range of texts as part of their independent project	
	English EAL/D	**Indicative hours**
	Module A: Language and Texts in Context	30–40
	Module B: Close Study of Text	30–40
	Module C: Texts and Society	30–40
	Optional teacher-developed module	up to 30
Hours	Year 11 course modules are prescribed with flexible hours, providing scope for teachers to design a fourth module to cater to the particular needs, interests and abilities of their students if required.	
Text requirements	There are no prescribed texts for Year 11. Students are required to study one substantial literary text, for example film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. The Year 11 course requires students to support their study of texts with their own wide reading.	

Drama

2 units for each of Preliminary and HSC — NESA Developed Course

<table>
<tr><td>Prerequisites:</td><td colspan="3">Although there are no formal prerequisites, students must display self-discipline and a willingness to work cooperatively in small groups and within the class as a whole. The ability to concentrate and follow instructions are vital prerequisites for success in this course. All applications for this course will be reviewed by Drama teachers and the HT English.</td></tr>
<tr><td>What does this course involve?</td><td colspan="3">The aim of this course is to develop students' awareness of Drama as an expressive, collaborative and creative art form. Students will:
develop an appreciation of the processes involved in Drama and Theatre
appreciate the contribution made by Drama and Theatre to societies
develop a range of performance and production skills
gain self-discipline, confidence and an awareness of group work responsibilities
increase their communication skills through a variety of dramatic techniques.
Drama students in both Year 11 and 12 will learn about Australian and World Drama and Theatre Practitioners. These components will be investigated through academic research and kinaesthetic exploration. Contextual studies of theatre are a key element of the Senior Drama syllabus. As such, the impact of the theatre types and practitioners studied will also be a major element of each topic. Focus will also be placed on the influences and repercussions of these practitioners in subsequent theatrical forms as well as the wider social implications.
Once the 'theory' element of Drama has been completed, students move into the more performance based topics of the course. As the Year 11 program mirrors that of Year 12, students in both years are required to complete an Individual Project and a Group Devised Performance.

Drama is the only HSC Course which involves group assessment for performance. How well each student performs really matters and this affects the final mark of fellow students.
We cannot allow any students who fail to work co-operatively in performance groups to jeopardise the HSC results of fellow students.
All students selecting HSC Drama must have the endorsement of the HT English.</td></tr>
<tr><td>Preliminary Course Description:</td><td colspan="3">Content comprises an interaction between the components of:
Improvisation, Playbuilding and Acting
Elements of Production in Performance
Theatrical Traditions and Performance Styles. Learning is experiential in these areas.
The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study.</td></tr>
<tr><td>HSC Course</td><td colspan="3">The topics covered in the HSC course are:
Australian Drama and Theatre (Core content)
Studies in Drama and Theatre
Group Performance (Core content)
Individual Project
Australian Drama and Theatre and Studies in Drama and Theatre involves the theoretical study through practical exploration of themes, issues, styles and movements of traditions of theatre exploring relevant acting techniques, performance styles and spaces.
The Group Performance of between 3 and 6 students, involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate her performance skills. For the Individual Project students demonstrate their expertise in a particular area. They choose one project from: Critical Analysis, Design, Performance, Script-writing, and Video Drama.</td></tr>
<tr><td rowspan="4">Preliminary Assessment</td><td>Component</td><td>Weighting %</td><td>The Year 11 for al school-based assessment program is to reflect the following requirements:</td></tr>
<tr><td>Making</td><td>40%</td><td>• three assessment tasks</td></tr>
<tr><td>Performing</td><td>30%</td><td>• the minimum weighting for an individual task is 20%</td></tr>
<tr><td>Critically Studying</td><td>30%</td><td>• the maximum weighting for an individual task is 40%
• only one task can be a formal written task</td></tr>
</table>

HSIE Courses

Ancient History

2 units in the Preliminary course and 2 units in the HSC course NESA Developed Course

<table>
<tr><td>Course Description:</td><td colspan="4">Would you like to know why and how our world developed as it has? Are you fascinated by detective work?
Ancient History provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Using archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments. It involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome.
In the Year 12 course students will have opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.</td></tr>
<tr><td rowspan="4">Preliminary Course Structure</td><td colspan="3">Topics</td><td>Indicative hours</td></tr>
<tr><td colspan="3">Investigating Ancient History
• The Nature of Ancient History
• Case Studies - inquiry-based investigations into historical features, people, places, events and developments of the ancient world. They are oriented towards the problems and issues of investigating the past e.g. Palmyra and the Silk Road</td><td>60</td></tr>
<tr><td colspan="3">Features of Ancient Societies
Students study at least TWO ancient societies through an investigation of:
• a different key feature for each society, OR
• one key feature across the societies selected.</td><td>40</td></tr>
<tr><td colspan="3">Historical Investigation - The historical investigation is designed to further develop relevant investigative, research and presentation skills and will form the basis of an assessment task.</td><td>20</td></tr>
<tr><td rowspan="7">HSC Course Structure</td><td colspan="4">The course comprises four sections. Students are required to study all four sections of the course.</td></tr>
<tr><td colspan="3">Topics</td><td>Indicative hours</td></tr>
<tr><td colspan="3">Core Study: Cities of Vesuvius – Pompeii and Herculaneum</td><td>30</td></tr>
<tr><td colspan="3">Ancient Societies</td><td>30</td></tr>
<tr><td colspan="3">Personalities in their Times</td><td>30</td></tr>
<tr><td colspan="3">Historical Periods</td><td>30</td></tr>
<tr><td colspan="4">Historical concepts and skills
The Historical concepts and skills content is to be integrated throughout the course. The topics provide the contexts through which concepts and skills are to be developed. These provide the means by which students are able to engage in historical analysis and argument.
The course requires study from at least TWO of the following areas: Egypt/Near East/China/Greece/Rome.
The core study, Cities of Vesuvius – Pompeii and Herculaneum, is a Roman study.
Topics in the Year 12 course consist of two sections – ‘Survey’ and ‘Focus of study’. The following time allocations provide guidance to teachers about the depth of study for each section:
• Survey (a maximum of 3 hours)
• Focus of study (a minimum of 27 hours).</td></tr>
<tr><td rowspan="5">HSC Assessment</td><td>External Assessment:
HSC Examination - Questions may include sources and/or interpretations.</td><td>%</td><td>Internal Assessment</td><td>%</td></tr>
<tr><td>Section I – Core: Cities of Vesuvius – Pompeii and Herculaneum
There will be three or four questions. One question will be worth 10 to 15 marks.</td><td>25</td><td>Knowledge and understanding of course content</td><td>40</td></tr>
<tr><td>Section II – Ancient Societies – one selection from eight topics.
Questions will contain three or four parts. One part will be worth 10 to 15 marks.</td><td>25</td><td>Historical skills in the analysis and evaluation of sources and interpretations</td><td>20</td></tr>
<tr><td>Section III – Personalities in their Times – one selection from 10 topics.
Questions will contain two or three parts. One part will be worth 10 to 15 marks.</td><td>25</td><td>Historical inquiry and research</td><td>20</td></tr>
<tr><td>Section IV – Historical Periods
There will be one extended-response with two alternatives for the one topic you have studied. The expected length of response will be approximately 1000 words.</td><td>25</td><td>Communication of historical understanding in appropriate forms</td><td>20</td></tr>
</table>

Business Studies

2 units in the Preliminary course and 2 units in the HSC course NESA Developed Course

General:

Are you interested in participating in the world of business? Do you want to know how you influence business decisions? Are you interested in running your own business one day?

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

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. Students also investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

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. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.

Preliminary Course Structure

1. Nature of Business 20% of course time
2. Business Management 40% of course time
3. Business Planning 40% of course time

HSC Course Structure

1. Operations 25% of course time
2. Marketing 25% of course time
3. Finance 25% of course time
4. Human Resources 25% of course time

Objectives - through Business Studies, students will develop

Knowledge and understanding about:

- the nature, role and structure of business
- internal and external influences on business
- the functions and processes of business activity
- management strategies and their effectiveness

Skills to:

- investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations
- communicate business information and issues using appropriate formats
- apply mathematical concepts appropriate to business situations

Values and attitudes about:

- responsible participation in business activity
- ethical business behaviour
- corporate social responsibility.

HSC Assessment

External examination	Mark
Section I Objective response questions	20
Section II Short-answer questions	40
Section III Candidates answer one extended response question in the form of a business report	20
Section IV Candidates answer one extended response question	20
	100

Internal assessment	Weighting
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of business information, ideas and issues in appropriate forms	20
	100

Economics

2 units in the Preliminary course and 2 units in the HSC course NESA Developed Course

General:

It has never been a better time to study Economics.

The study of Economics involves the development of skills which enable students to examine the dynamic issues and policies relating to Australian and global markets. The Covid19 pandemic has highlighted the importance of economic literacy, that is, understanding the forces that shape all our lives and the role that we play in the world around us.

Economics assists students to develop the skills to:

- comprehend the background and implications of contemporary economic issues
- discuss appropriate policies to solve economic problems and issues
- understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy
- identify fluctuations in the global and Australian economies and their likely effects on business
- understand reasons for changes in employment patterns
- identify, using economic thinking, appropriate strategies to protect the natural environment
- understand Australia's trade position in its region.

The study of Economics can lead to careers in: share trading, finance or commodities markets; business; economic forecasting; banking; insurance; tourism; resource management; property development and management; government; environmental management; town planning; foreign affairs; economic policy development and engineering projects.

Preliminary Course Structure

The Preliminary course focuses on the way elements of the economy interact with one another. The Preliminary course provides an essential foundation for the HSC course.

1.	Introduction to Economics	10 % of course time
2.	Consumers and Business	10 % of course time
3.	Markets	20 % of course time
4.	Labour Markets	20 % of course time
5.	Financial Markets	20 % of course time
6.	Government in the Economy	20 % of course time

HSC Course Structure

The HSC course focuses on the management of an economy. It examines the global framework in which the Australian economy operates.

1.	The Global Economy	25 % of course time
2.	Australia's Place in the Global Economy	25 % of course time
3.	Economic Issues	25 % of course time
4.	Economic Policies and Management	25 % of course time

HSC Assessment:

External Assessment	**%**	**Internal Assessment**	**%**
Section 1 Objective response questions	20	Knowledge and understanding of course content	40
Section II Short-answer questions	40	Stimulus-based skills	20
Section III Candidates answer one stimulus-based extended response question.	20	Inquiry and research	20
Section IV Candidates answer one extended response question	20	Communication of economic information, ideas and issues in appropriate forms	20

Geography

2 units in the Preliminary course and 2 units in the HSC course NESA Developed Course

<table>
<tr><td>Course Description:</td><td colspan="4">Are you interested in what is happening in our world?
Do you see yourself as wanting to create a globally sustainable future? If you are interested in and engaged by the world in which you live, this course is for you.
Geography is a life-long interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied.
There are four primary reasons why students should study the course of Geography:
Geography provides knowledge of the earth and helps people to plan and make decisions about the world.
Geography provides an intellectual challenge to reach an understanding of the variable character of life on our planet
With a strong grasp of Geography, students are well prepared in a changing world
The study of Geography provides an important information base on which students investigate contemporary issues and to explore the importance of effective management and how they may take an active role in shaping future society.
Geography is the study of places, people and environments, and their interrelationships, and integrates knowledge from the natural sciences, social sciences and humanities. Geography promotes understanding of the role of natural systems and human activity in shaping the world and how they may vary from place to place. As a discipline, Geography prepares students for post-school studies and future employment and for active participation as informed citizens. Geography provides students with knowledge helpful in understanding key issues involved in a wide variety of exciting careers, such as:
· Urban planning · Digital technologies
· Engineering · Law
· Business · Weather and climate science
· Communications · Environmental science
· Public health · Environmental economics</td></tr>
<tr><td>Course Structure</td><td colspan="4"><u>Preliminary Course</u>
Earth's natural systems (40 indicative hours)
People, patterns and processes (40 indicative hours)
Human-environment interactions (20 indicative hours)
Geographical Investigation (20 indicative hours) <u>HSC Course</u>
Global sustainability (30 indicative hours)
Rural and urban places (45 indicative hours)
Ecosystems and global biodiversity (45 indicative hours)</td></tr>
<tr><td rowspan="6">HSC Assessment</td><td>External Assessment</td><td>%</td><td>Internal Assessment</td><td>%</td></tr>
<tr><td>A three-hour written examination plus 10 minutes reading time</td><td>100</td><td>Internal Tasks</td><td>100</td></tr>
<tr><td>Section I - objective response questions</td><td>15</td><td>Knowledge and understanding of course content</td><td>40</td></tr>
<tr><td>Section II - 4–6 short-answer questions</td><td>45</td><td>Geographical skills and tools</td><td>20</td></tr>
<tr><td>Section III - one structured extended-response question</td><td>20</td><td>Geographical inquiry and research, including fieldwork</td><td>20</td></tr>
<tr><td>Section IV - unstructured extended-response question</td><td>20</td><td>Communication of geographical information, ideas and issues in appropriate forms</td><td>20</td></tr>
</table>

Legal Studies

2 units for each of Preliminary and HSC — NESA Developed Course

General:

A few questions for you:

1. How many Netflix series can you name that involve a legal firm or theme?
2. Do you enjoy these series'?
3. Would you like to know more about the legal system?

READ ON if the above interests you.

Learning about our legal system involves investigating the way our society operates and the influences that shape it. You will be supported to develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help you to contribute to making our society more equitable for all.

Course Description:

The Preliminary course aims to develop your knowledge and understanding about the nature and social functions of law and law making. Sir Justice Kirby once said that in any recent year there are over 1000 new laws introduced into Australian Parliaments—you don't have to know them all!!! You will learn about the importance of law for society, the development of law as a reflection of society and the role of the individual in our legal system. You will also undertake practical investigations through case studies, e.g. law and technology.

The HSC course investigates the key areas of law and justice through a variety of focus studies and core components. The core components are Human Rights and Crime. The focus studies are listed below. Issues such as the effectiveness of the legal system and law reform measures are also considered. Both the Preliminary and HSC Courses provide practical experience of the knowledge learnt through visits to courts and guest speakers.

Course Structure:

Preliminary course:

The Legal System	40% of course time
The individual and the Law	30% of course time
Law in Practice	30% of course time

HSC course:

Human Rights	20% of course time
Crime	30% of course time
Two Additional Focus Studies	50% of course time

The two additional focus studies are chosen from Consumers, Family, Global Environmental Protection, Indigenous Peoples, Shelter, Workplace and World Order.

Key themes incorporated across all topics: Justice and Rights; Morals, Values and Ethics; Conflict and Cooperation; Law Reform; Legal Processes and Institutions; Effectiveness of the Legal System.

HSC Assessment:

External Assessment	**%**	**Internal Assessment**	**%**
CORE – Crime and Human Rights – objective response questions with 15 drawn from Crime and 5 drawn from Human Rights.	20	Knowledge and understanding of course content	40
CORE Part A: Human Rights - short-answer questions to the value of 15 marks.	15	Analysis and evaluation	20
CORE Part B: Crime - one extended response question to the value of 15 marks.	15	Inquiry and research	20
SECTION III: OPTIONS = Candidates answer TWO questions, each from a different Option. Each extended response question is worth 25 marks. Each question has two alternatives.	50	Communication of legal information, ideas and issues in appropriate form	20

Modern History

2 units in the Preliminary course and 2 units in the HSC course — NESA Developed Course

<table>
<tr><td>General:</td><td colspan="4">The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

The knowledge, understanding and skills that students acquire through studying Modern History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.</td></tr>
<tr><td rowspan="4">Preliminary Course Structure</td><td colspan="4">The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments.

The course comprises three sections. Students are required to study all three sections of the course.</td></tr>
<tr><td colspan="3">Content:</td><td>Indicative hours</td></tr>
<tr><td colspan="3">Investigating Modern History
The Nature of Modern History
Case Studies</td><td>60</td></tr>
<tr><td colspan="3">Historical Investigation</td><td>20</td></tr>
<tr><td colspan="3">The Shaping of the Modern World</td><td>40</td></tr>
<tr><td rowspan="6">HSC Course Structure</td><td colspan="4">The Year 12 course is structured to provide students with opportunities to apply their understanding of sources and relevant historiographical issues in the investigation of the modern world.</td></tr>
<tr><td colspan="3">Content:</td><td>Indicative hours</td></tr>
<tr><td colspan="3">Core Study: Power and Authority in the Modern World 1919-1946</td><td>30</td></tr>
<tr><td colspan="3">ONE National Studies topic:
• China 1927-1949
• India 1942-1984
• Indonesia 1945-2005
• Japan 1904-1937
• Iran 1945-1989</td><td>30</td></tr>
<tr><td colspan="3">ONE Peace and Conflict topic:
• Conflict in Indonesia 1954-1979
• Conflict in the Pacific 1937-1951
• Conflict in the Gulf 1980-2011
• The Arab-Israeli Conflict 1948-1996</td><td>30</td></tr>
<tr><td colspan="3">ONE Change in the Modern World topic:
• Pro-democracy Movement in Burma 1945-2010
• The Cultural Revolution to Tiananmen Square 1966-1989
• Apartheid in South Africa 1960-1994</td><td>30</td></tr>
<tr><td rowspan="5">HSC Assessment</td><td>External Assessment:
HSC Examination - Questions may include sources and/or interpretations.</td><td>%</td><td>Internal Assessment</td><td>%</td></tr>
<tr><td>Section I – Core: Power and Authority in the Modern World 1919–1946. questions will contain three or four parts. One question will be worth 10 to 15 marks.</td><td>25</td><td>Knowledge and understanding of course content</td><td>40</td></tr>
<tr><td>Section II – National Studies – one selection from 8 topics. There will be one extended-response.</td><td>25</td><td>Historical skills in the analysis and evaluation of sources and interpretations</td><td>20</td></tr>
<tr><td>Section III – Peace and Conflict - one selection from 6 topics. There will be one extended-response</td><td>25</td><td>Historical inquiry and research</td><td>20</td></tr>
<tr><td>Section IV – Change in the Modern World - questions will contain three or four parts. One part will be worth 10 to 15 marks.</td><td>25</td><td>Communication of historical understanding in appropriate forms</td><td>20</td></tr>
</table>

Society & Culture

2 units in the Preliminary course and 2 units in the HSC course NESA Developed Course

<table>
<tr><td>General:</td><td colspan="4">The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures including power, authority, identity, gender, technologies and globalisation is also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Society and Culture is a conceptually based course that promotes students' awareness of the cultural continuities and changes within societies and cultures. It provides them with skills to critically analyse social theories and complementary and contrasting viewpoints about people, societies and cultures.

Society and Culture promotes an awareness of individuals, groups and institutions and facilitates intercultural understanding and communication.</td></tr>
<tr><td>Course Structure:</td><td colspan="4">Preliminary course (120 indicative hours)
• The Social and Cultural World (30% of course time)
• Personal and Social Identity (40% of course time)
• Intercultural Communication (30% of course time)
HSC course (120 indicative hours)
Core
• Personal Interest Project (30% of course time)
• Social and Cultural Continuity and Change (30% of course time)
Depth studies (40% of course time) TWO to be chosen from the following:
• Popular Culture
• Belief Systems and Ideologies
• Social Inclusion and Exclusion
• Social Conformity and Nonconformity</td></tr>
<tr><td rowspan="4">HSC Assessment</td><td>External Assessment
Examination</td><td>%</td><td>Internal assessment</td><td>%</td></tr>
<tr><td>Section I – Core
Objective response questions
Short-answer questions</td><td>8
12</td><td>Knowledge and understanding of course content</td><td>50</td></tr>
<tr><td>Section II – Depth Studies - Candidates answer two questions on separate Depth Studies, each of two parts (worth 5 and 15 marks)</td><td>40</td><td>Application and evaluation of social and cultural research methodologies</td><td>30</td></tr>
<tr><td>Personal Interest Project</td><td>40</td><td>Communication of information, ideas and issues in appropriate forms</td><td>20</td></tr>
</table>

Languages Courses

French Continuers

2 units for each of Preliminary and HSC 11640/15680_NESA Developed Course

<table>
<tr><td>Prerequisites:</td><td>200–300 hours study of the language or equivalent.</td></tr>
<tr><td>Course Description:</td><td>The Preliminary and HSC courses have as their focus three themes and associated topics: The Individual, The French-speaking Communities and The Changing World. The Continuers course enables students to use a wide range of texts and text types (e.g. films, TV and radio programs, songs, stories, magazines, the Internet) to support the student's development of skills in, and knowledge of, French within the broad context of the three themes. This wide range of texts will also ensure that the student gains an insight into the culture and language of the many French-speaking communities throughout the world.</td></tr>
<tr><td>Main Topics & Themes Covered:</td><td>
The Individual includes a more in-depth treatment of topics already familiar to students from their study of French in Years 9 and 10, such as:

Personal identity, e.g.: self, my home and community, family and friends, relationships
School life and aspirations, e.g.: school, future plans, further education Leisure and lifestyles, e.g.: sports, hobbies, keeping fit and lifestyle

The French-speaking Communities includes the study of lifestyles in the many and varied communities where French is a major means of communication. Topics covered are:

People and places, e.g.: lifestyles, daily life, cultural diversity, traditions Arts and entertainment, e.g.: music and cinema

The Changing World covers major topics associated with contemporary life, such as:

Travel and tourism e.g.: travelling at home and abroad
World of work e.g.: careers & occupations, the workplace, unemployment Current issues e.g.: prominent people and events, technology and the environment
The young person's world e.g.: youth cultures

Skills: Students' language skills are developed through tasks such as:

Conversation
Responding to an aural stimulus – listening
Responding to a variety of different written material –reading
Writing for a variety of purposes – letters, notes, e-mails, etc.
Studying French culture through texts – stories, films, songs, internet, etc.

</td></tr>
<tr><td>Assessment: HSC course</td><td>
<table>
<tr><th>HSC External Assessment</th><th>%</th><th>HSC Internal Assessment</th><th>%</th></tr>
<tr><td>A ten minute conversation</td><td>20</td><td>Speaking</td><td>15</td></tr>
<tr><td>A three hour written examination:</td><td>80</td><td>Listening and Responding</td><td>35</td></tr>
<tr><td>• Listening and responding</td><td>25</td><td>Reading and Responding</td><td>35</td></tr>
<tr><td>• Reading and responding</td><td>40</td><td>Writing in French</td><td>15</td></tr>
<tr><td>• Writing in French</td><td>15</td><td colspan="2"></td></tr>
<tr><td>Total :</td><td>100%</td><td>Total :</td><td>100%</td></tr>
</table>
The use of dictionaries is permitted during assessment tasks and examinations, including the HSC.
</td></tr>
</table>

French Beginners

2 units for each of Preliminary and HSC | 11630/15670_NESA Developed Course

Course Description:

The French Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of French at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the French language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

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

Main Topics & Themes Covered:

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 French.

The perspective, the ***personal world***, will enable students to use French to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, ***the French-speaking communities***, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where French is spoken.

The two perspectives will enable students to develop knowledge and understanding of and skills in the French language, linked to cultural values, attitudes and practices.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics:

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

Skills: Students' language skills are developed through tasks such as:

- Conversation
- Responding to an aural stimulus – listening
- Responding to a variety of different written material –reading
- Writing for a variety of purposes – letters, notes, e-mails, etc.
- Studying French culture through texts – stories, films, songs, internet, etc.

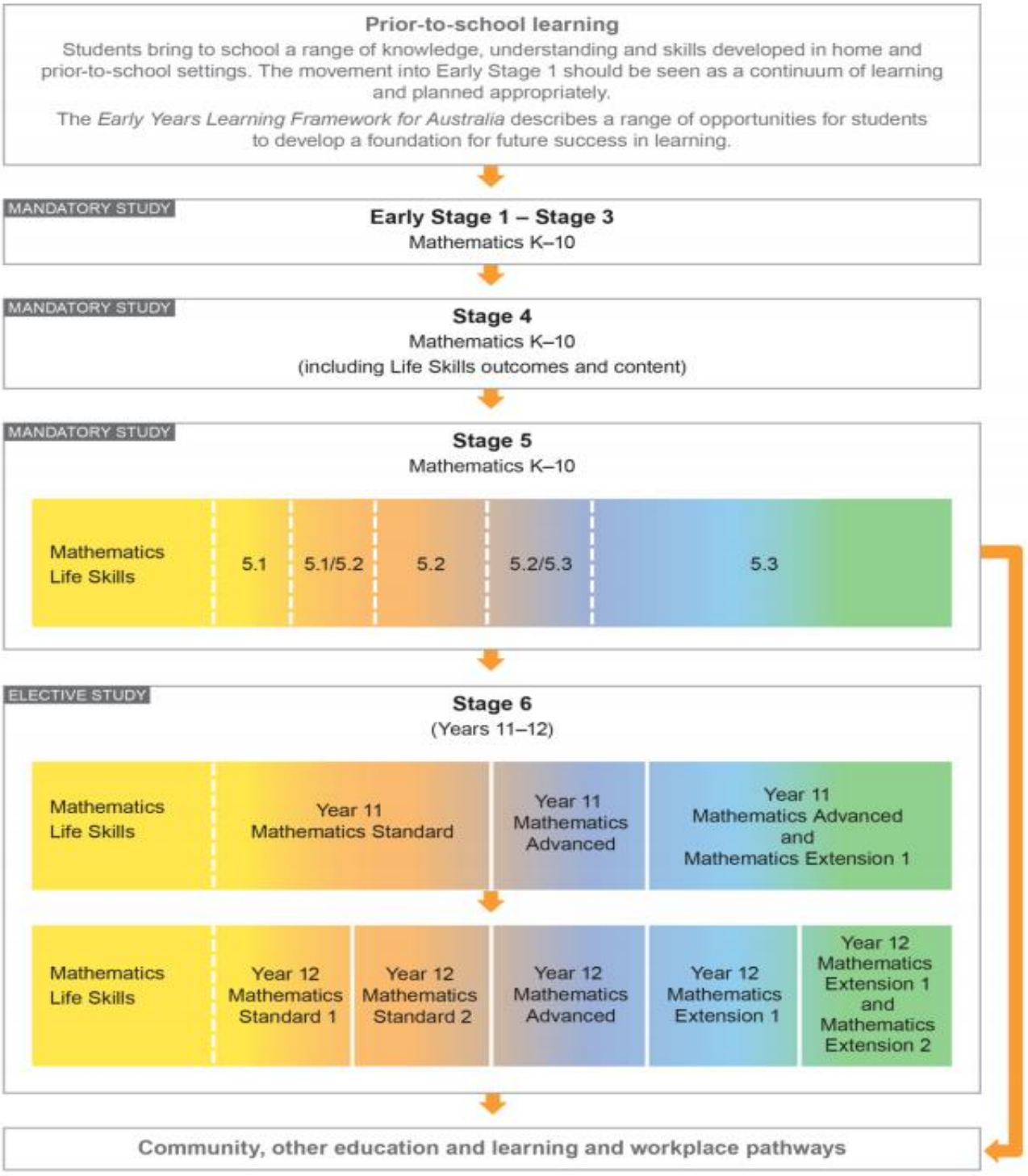
Assessment: HSC course

HSC External Assessment	**%**	**HSC Internal Assessment**	**%**
Oral examination approx. 5 minutes	20	Speaking	20
A 2 hour and 30 minutes written examination involving:	80	Listening	30
• Listening	30	Reading	30
• Reading	30	Writing	20
• Writing in French	20		
Total :	100%	Total :	100%

The use of dictionaries is permitted during assessment tasks and examinations, including the HSC.

Mathematics Courses

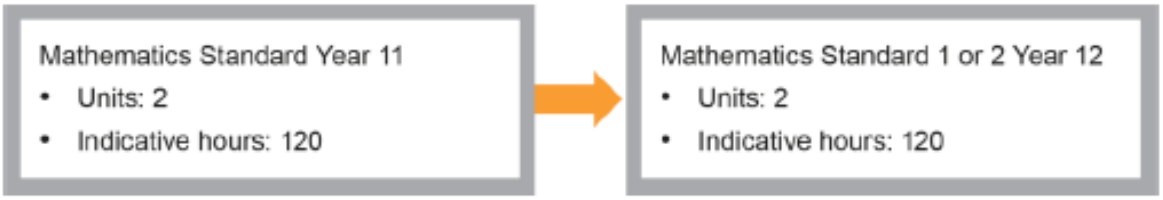
The Place of the Mathematics Standard Stage 6 Syllabus in the K–12 Curriculum



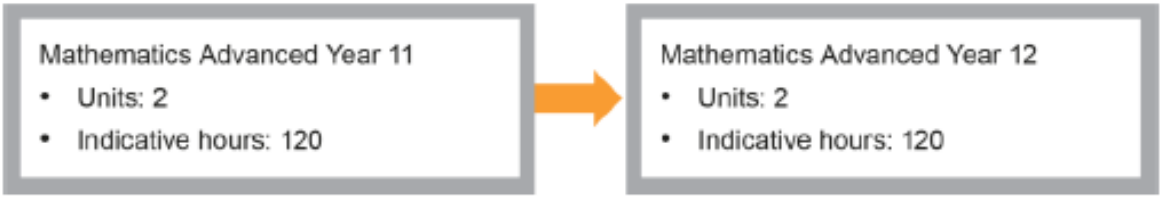
Building on Mathematics Learning in Stage 5

The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all substrands of Stage 5.1 and with the following substrands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Single variable data analysis and Probability. Consequently, content in the NSW *Mathematics K–10 Syllabus* up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness. Schools have the opportunity to review other areas of Stage 5 content as appropriate to meet the needs of students.

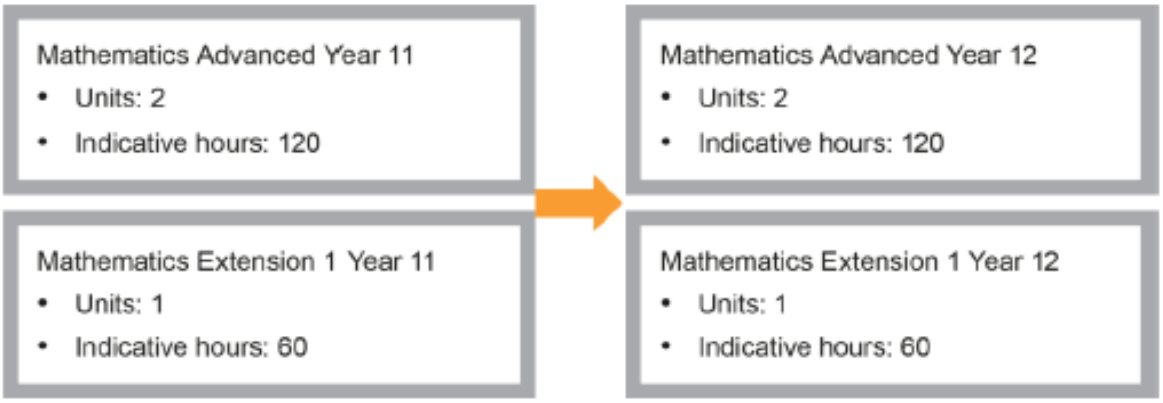
Mathematics Standard 1 or 2 – Year 11 and Year 12 course components



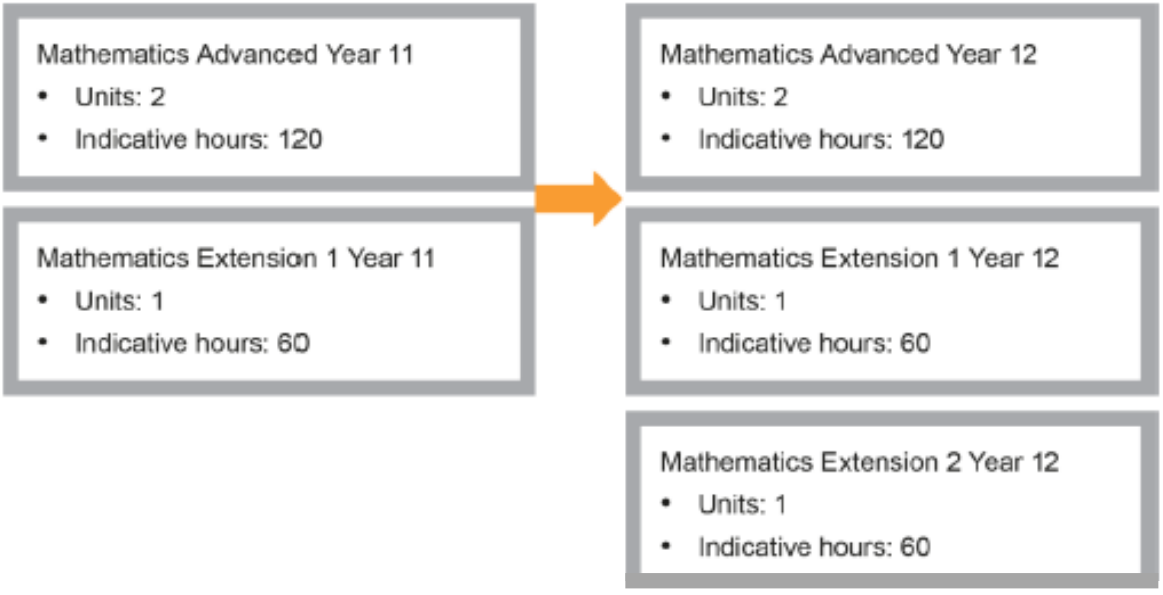
Mathematics Advanced – Year 11 and Year 12 course components



Mathematics Extension 1 – Co-requisites + Year 11 and Year 12 course components



Mathematics Extension 2 – Co-requisites (Year 11 and Year 12 courses) + Year 12 course components



Mathematics Standard 1

2 units for each of Preliminary and HSC 11236/15231_NESA Developed Course

<table>
<tr><td>Prerequisites:</td><td colspan="6">The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1 and with the following sub strands of Stage 5.2 - Area and surface area, Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry) Single variable data analysis, Volume, some content from Equations some content from Probability. Consequently, content in the NSW Mathematics K–10 Syllabus up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness.</td></tr>
<tr><td>Exclusions:</td><td colspan="6">Students may not study any other Stage 6 preliminary Mathematics course in conjunction with the Preliminary Mathematics Standard 1 course, or any other Stage 6 HSC Mathematics course in conjunction with the HSC Mathematics Standard 1 course.</td></tr>
<tr><td>Course Description:</td><td colspan="6">Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.
The Preliminary Mathematics Standard course and the HSC Mathematics Standard course are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity. The Preliminary Mathematics Standard course content is written in four topic areas (Algebra, Measurement, Financial Mathematics and Statistical Analysis. The HSC Mathematics Standard 1 course content is written in five topic areas (Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks). The new mathematical contents give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the topics.
The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, skills and understanding described for each course.
Note: HSC Mathematics Standard 1 course can be counted in the 10 units required for the calculation of an ATAR.</td></tr>
<tr><td>Main Topics Covered</td><td colspan="3">Preliminary Mathematics Standard 1
Topic: Algebra - Formulae and Equations
Linear Relationships
Topic: Measurement - Applications of Measurement
Working with time
Topic: Financial Mathematics Money Matters
Topic: Statistical Analysis Data Analysis Relative Frequency and Probability</td><td colspan="3">HSC Mathematics Standard 1
Topic: Algebra Types of Relationships
Topic: Measurement Right-angled triangles, Rates, Scale Drawings
Topic: Financial Mathematics Investment, Depreciation and Loans
Topic: Statistical Analysis Further Statistical Analysis
Topic: Networks and Paths</td></tr>
<tr><td rowspan="2">Preliminary Assessment:</td><td>Task 1</td><td>Task 2</td><td>Task 3</td><td colspan="2">Total</td></tr>
<tr><td>Assignment / Investigation 30%</td><td>In-Class Task 30%</td><td>Yearly Examination (All topics) 40%</td><td colspan="2">100%</td></tr>
<tr><td rowspan="6">HSC Assessment:</td><td colspan="2">HSC External Assessment</td><td>100%</td><td>HSC Internal Assessment</td><td>100%</td></tr>
<tr><td colspan="2" rowspan="5">A two-hour written examination</td><td rowspan="5">100%</td><td>Assignment / Investigation</td><td>20%</td></tr>
<tr><td>In-Class (Open Book/ Bank of questions)</td><td>20%</td></tr>
<tr><td>In-Class task (Previous HSC)</td><td>30%</td></tr>
<tr><td>Trial HSC</td><td>30%</td></tr>
<tr><td></td><td></td></tr>
<tr><td rowspan="4">Components:</td><td colspan="6">The components and weightings for Year 11 Standard, Year 12 Standard 1 & Year 12 Standard 2 are mandatory.</td></tr>
<tr><td colspan="5">Component</td><td>Weighting</td></tr>
<tr><td colspan="5">Understanding, Fluency and Communication</td><td>50%</td></tr>
<tr><td colspan="5">Problem Solving, Reasoning and Justification</td><td>50%</td></tr>
</table>

Mathematics Standard 2

2 units for each of Preliminary and HSC 11236/15236_NESA Developed Course

<table>
<tr><td>Prerequisites:</td><td colspan="6">The outcomes and content in the Stage 6 Mathematics Standard syllabus are written with the assumption that students studying this course will have engaged with all sub strands of Stage 5.1 and with the following sub strands of Stage 5.2 - Financial mathematics, Linear relationships, Non-linear relationships, Right-angled triangles (Trigonometry), Volume, Single variable data analysis and Probability. Consequently, content in the NSW Mathematics K–10 Syllabus up to and including this level is also implicit in this syllabus. In a number of cases where content from Stage 5 is included it is in the context of review for clarity and completeness.</td></tr>
<tr><td>Exclusions:</td><td colspan="6">Students may not study any other Stage 6 preliminary mathematics course in conjunction with the Preliminary Mathematics Standard 2 course, or any other Stage 6 HSC mathematics course in conjunction with the HSC Mathematics Standard 2 course.</td></tr>
<tr><td>Course Description:</td><td colspan="6">Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.
The study of Mathematics Standard in Stage 6 enables students to develop their knowledge and understanding of what it means to work mathematically, improve their skills to solve problems relating to their present and future needs and aspirations, and improve their understanding of how to communicate in a concise and systematic manner. The Preliminary Mathematics Standard course content is written in four topic areas (Algebra, Measurement, Financial Mathematics and Statistical Analysis). The HSC Mathematics Standard 2 course content is written in five topic areas (Algebra, Measurement, Financial Mathematics, Statistical Analysis and Networks). The new mathematical contents give students the opportunity to apply and develop, in contemporary contexts, the knowledge, skills and understanding initially developed in the study of the topics.
The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, skills and understanding described for each course.
Note: HSC Mathematics Standard 2 course can be counted in the 10 units required for the calculation of an ATAR.</td></tr>
<tr><td>Main Topics Covered</td><td colspan="3">Preliminary Mathematics Standard 1
Topic: Algebra - Formulae and Equations
Linear Relationships
Topic: Measurement - Applications of Measurement
Working with time
Topic: Financial Mathematics Money Matters
Topic: Statistical Analysis Data Analysis Relative Frequency and Probability</td><td colspan="3">HSC Mathematics Standard 1
Topic: Algebra Types of Relationships
Topic: Measurement Right-angled triangles, Rates, Scale Drawings
Topic: Financial Mathematics Investment, Depreciation and Loans
Topic: Statistical Analysis Further Statistical Analysis
Topic: Networks and Paths</td></tr>
<tr><td rowspan="2">Preliminary Assessment:</td><td>Task 1</td><td>Task 2</td><td colspan="2">Task 3</td><td>Total</td></tr>
<tr><td>Assignment / Investigation 30%</td><td>In-Class Task 30%</td><td colspan="2">Yearly Examination (All topics) 40%</td><td>100%</td></tr>
<tr><td rowspan="6">HSC Assessment:</td><td colspan="2">HSC External Assessment</td><td>100%</td><td colspan="2">HSC Internal Assessment</td><td>100%</td></tr>
<tr><td colspan="2" rowspan="5">A two-and-a-half hour written examination</td><td rowspan="5">100%</td><td colspan="2">Assignment / Investigation</td><td>20%</td></tr>
<tr><td colspan="2">In-Class (Open Book/ Bank of questions)</td><td>20%</td></tr>
<tr><td colspan="2">In-Class task (Previous HSC)</td><td>30%</td></tr>
<tr><td colspan="2">Trial HSC</td><td>30%</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td rowspan="4">Components:</td><td colspan="6">The components and weightings for Year 11 Standard, Year 12 Standard 1 & Year 12 Standard 2 are mandatory.</td></tr>
<tr><td colspan="5">Component</td><td>Weighting</td></tr>
<tr><td colspan="5">Understanding, Fluency and Communication</td><td>50%</td></tr>
<tr><td colspan="5">Problem Solving, Reasoning and Justification</td><td>50%</td></tr>
</table>

Mathematics Advanced

2 units for each of Preliminary and HSC 11255/15255_NESA Developed Course

<table>
<tr><td>Prerequisites</td><td>The Mathematics Advanced Year 11 course has been developed on the assumption that students have studied the content and achieved the outcomes of the NSWMathematics 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.</td></tr>
<tr><td>Exclusions:</td><td>Standard Mathematics (1 or 2)</td></tr>
<tr><td>Course Description:</td><td>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 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 and 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.</td></tr>
<tr><td>Main Topics Covered:</td><td>Preliminary Course
Topic: Functions
• Working with Functions
Topic: Trigonometric Functions
• Trigonometry and Measure of Angles
• Trigonometric Functions and Identities
Topic: Calculus
• Introduction to Differentiation
Topic: Exponential and Logarithmic Functions
• Logarithms and Exponentials
Topic: Statistical Analysis
• Probability and Discrete Probability Distributions</td><td>HSC Course
Topic: Functions
• Graphing Techniques
Topic: Trigonometric Functions
• Trigonometric Functions and Graphs
Topic: Calculus
• Differential Calculus
• The Second Derivative
• Integral Calculus
Topic: Financial Mathematics
• Modelling Financial Situations
Topic: Statistical Analysis
• Descriptive Statistics and Bivariate Data Analysis
• Random Variables</td></tr>
<tr><td>Preliminary Assessment:</td><td colspan="2">Task 1
Assignment / Investigation 30%</td><td colspan="2">Task 2
In-Class Task 30%</td><td colspan="2">Task 3
Yearly Examination (All topics) 40%</td><td>Total
100%</td></tr>
<tr><td>HSC Assessment:</td><td colspan="3">HSC External Assessment
A three hour written examination</td><td>100%
100%</td><td colspan="2">HSC Internal Assessment
Assignment / Investigation
In-Class (Open Book/ Bank of questions)
In-Class task (Previous HSC)
Trial HSC</td><td>100%
20%
20%
30%
30%</td></tr>
<tr><td>Components:</td><td colspan="7">The components and weightings for Year 11 Advanced and Year 12 Advanced are mandatory.</td></tr>
<tr><td></td><td colspan="6">Component
Understanding, Fluency and Communication
Problem Solving, Reasoning and Justification</td><td>Weighting
50%
50%</td></tr>
</table>

Mathematics Extension 1

1 unit in each of Preliminary *(Preliminary Mathematics Extension)* and HSC Developed Course

11250/15250_NESA

<table>
<tr><td>Prerequisites</td><td colspan="5">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 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</td></tr>
<tr><td>Exclusions</td><td colspan="5">Students may not study the Mathematics Extension 2 course in conjunction with the Mathematics Standard 1 or the Mathematics Standard 2 course.</td></tr>
<tr><td>Course Description</td><td colspan="5">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.</td></tr>
<tr><td>Main Topics Covered</td><td colspan="3">Preliminary Course
Topic: Functions
Further Work with Functions
Polynomials
Topic: Trigonometric Functions
Inverse Trigonometric Functions
Further Trigonometric Identities
Topic: Calculus
Rates of Change
Topic: Combinatorics
Working with Combinatorics</td><td colspan="2">HSC Course
Topic: Proof
Proof by Mathematical Induction
Topic: Vectors
Introduction to Vectors
Topic: Trigonometric Functions
Trigonometric Equations
Topic: Calculus
Further Calculus Skills
Applications of Calculus
Topic: Statistical Analysis
The Binomial Distribution</td></tr>
<tr><td rowspan="2">Preliminary Assessment:</td><td>Task 1</td><td>Task 2</td><td>Task 3</td><td>Total</td></tr>
<tr><td>Assignment / Investigation 30%</td><td>In-Class Task 30%</td><td>Yearly Examination (All topics) 40%</td><td>100%</td></tr>
<tr><td rowspan="5">HSC Assessment:</td><td colspan="2">HSC External Assessment</td><td>100%</td><td>HSC Internal Assessment</td><td>100%</td></tr>
<tr><td colspan="2" rowspan="4">A two hour written examination</td><td rowspan="4">100%</td><td>Assignment / Investigation</td><td>20%</td></tr>
<tr><td>In-Class (Open Book/ Bank of questions)</td><td>20%</td></tr>
<tr><td>In-Class task (Previous HSC)</td><td>30%</td></tr>
<tr><td>Trial HSC</td><td>30%</td></tr>
<tr><td rowspan="4">Components:</td><td colspan="5">The components and weightings for Year 11 Extension 1 and Year 12 Extension 1are mandatory.</td></tr>
<tr><td colspan="4">Component</td><td>Weighting</td></tr>
<tr><td colspan="4">Understanding, Fluency and Communication</td><td>50%</td></tr>
<tr><td colspan="4">Problem Solving, Reasoning and Justification</td><td>50%</td></tr>
</table>

PDHPE Courses

Community & Family Studies

2 units for each of Preliminary and HSC — NESA Developed Course

<table>
<tr><td>Why choose this course?</td><td colspan="4">This course will provide students with the knowledge and skills which will enable them to be productive in all aspects of their lives – interpersonal relationships, at work, in the wider community and within their families.</td></tr>
<tr><td>General:</td><td colspan="4">Students will work to develop the following:
Conflict resolution skills
Management skills
Negotiation skills
Skills in assertion
Interpersonal skills – getting along with others
Leadership skills
Skills in interacting with others
Skills in the management of time, energy and other resources
Skills to gain access to community resources
Problem solving skills
Skills in managing groups of people
Research and investigation skills
Skills in understanding others</td></tr>
<tr><td>Course Description:</td><td colspan="4">Community and Family Studies is designed to enable students to gain the necessary knowledge and skills to plan and manage resources effectively in order to address contemporary issues facing us all in families, at work and as members of the wider community. We examine the pressures of family life, work and parenting. The course also studies special groups in society allowing students to gain an understanding of the lives of other people and the role the community has in assisting families and individuals.</td></tr>
<tr><td>Main Topics Covered:</td><td colspan="4"><u>Preliminary Course</u>
Resource Management - 20% course time
Management of resources and decision making to enhance well-being at a personal level, in the family and workplace.
Applying the process of management to a variety of life situations
Individuals and Groups - 40% course time
Developing skills in leadership and team work as required in the family, community, workplace
Families and Communities - 40% course time
Parenting
Managing family life and coping with change in the family eg divorce,
The community – its role and function, our input into the community
<u>HSC Course</u>
Research Methodologies - 25% course time
Independent Research Project – personal research on topic related to course
Groups in Context - 25% course time
Understanding the needs and problems faced by specific groups in society e.g. the aged, homeless people, people with disabilities, youth, gay, lesbian, transgender etc.
Parenting and Caring - 25% course time
Issues facing individuals and groups who adopt roles of parenting and caring
Option Topic - Individuals and Work - 25% course time
Contemporary issues confronting individuals as they manage roles within both their family</td></tr>
<tr><td>Particular Course Requirements</td><td colspan="4">As part of the HSC, students are required to complete an Independent Research Project. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management</td></tr>
<tr><td>Assessment: HSC course</td><td><u>External Assessment</u>
A 3 hour written paper</td><td>100 %</td><td><u>Internal Assessment</u>
Independent Research Project (IRP)
Integrated Project 1
Integrated Project 2
Trial Examination</td><td>
20 %
25 %
25 %
30 %</td></tr>
</table>

Personal Development Health & Physical Education

2 units for each of Preliminary and HSC — NESA Developed Course

Why choose this course?	The PDHPE course is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives. The syllabus provides a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences.
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. 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 also 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 the opportunity to think critically about the factors that impact on sport and physical activity in Australian society.
Preliminary Content	The Preliminary course consists of two core modules and two option modules. **Core Topics – 60 % of course time** • Better Health for Individuals (30%) • The Body in Motion (30%) **Optional Components - 40% of course time** Students will explore **two** of the following options: • First Aid (20%) • Composition and Performance (20%) • Fitness Choices (20%) • Outdoor Recreation (20%)
HSC Content	The HSC course consists of two core modules and two option modules. **Core Topics – 60 % of course time** • Core 1: Health Priorities in Australia (30%) • Core 2: Factors Affecting performance (30%) **Optional Component – 40% of course time** Students will explore **two** of the following options: • Sports Medicine (20%) • Equity and Health (20%) • Improving Performance (20%) • The Health of Young People (20%) • Sport and Physical Activity in Australian Society (20%)

Assessment HSC course	**External Assessment** A three hour written paper	100 %	**Internal Assessment** Integrated Project (core) Integrated Project (option 1) Integrated Project (option 2) Trial Examination	 25% 25% 20% 30%

Science Courses

Science Courses

NESA has developed five new 2 Unit courses. These are:

- Biology
- Chemistry
- Earth and Environmental Science
- Investigating Science
- Physics

Each course is an independent course and carries equal weighting in the HSC. Students can take up to **7 units of Science for the HSC** (there is a 1 unit extension course for Year 12 only). If a student wishes to do **more than one Science course** in Year 11, we recommend that one of the courses be **Investigating Science** as its skills component will reinforce all Science courses and there is less of a knowledge demand in this course compared to other courses. The Investigating Science has also been identified as a good precursor to the Year 12 Elective course.

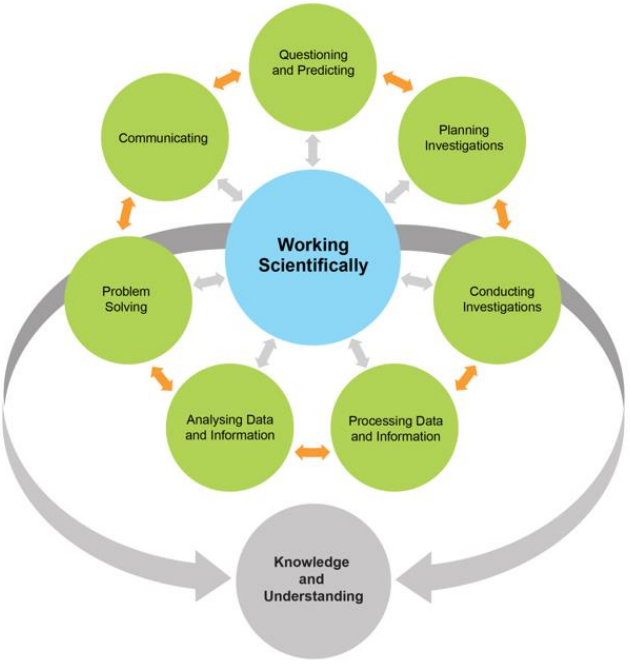
The structure of the courses and the assessment guidelines are similar for all courses.

<table>
<tr><td rowspan="5">Year 11 course

(120 hours)</td><td rowspan="5">Working Scientifically Skills</td><td>Modules</td><td>Indicative hours</td><td>Depth studies</td></tr>
<tr><td>Module 1</td><td rowspan="2">60</td><td rowspan="4">*15 hours in Modules 1–4</td></tr>
<tr><td>Module 2</td></tr>
<tr><td>Module 3</td><td rowspan="2">60</td></tr>
<tr><td>Module 4</td></tr>
</table>

*15 hours must be allocated to depth studies within the 120 indicative course hours.

Each Module is divided into sections. Each section has an Inquiry question and an outline of the specific skills and knowledge outcomes that should be used to answer the question. There are three or four sections to a module. (The use of inquiry questions suggests that assessment in formal tasks will be more holistic than the previous “dotpoint” approach.)



Assessment

The components and weightings for Year 11 and 12 are mandatory

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	100

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

Year 11	Year 12
three assessment tasks	a maximum of four tasks
the minimum weighting for an individual task is 20% the maximum weighting for an individual task is 40%	the minimum weighting for an individual task is 10% the maximum weighting for an individual task is 40%
one task may be a formal written examination	one task may be a formal written examination with a maximum weighting of 30%
one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40% the depth study task must assess: the Working Scientifically skills outcomes: Questioning and Predicting Communicating a minimum of two additional Working Scientifically skills outcomes at least one Knowledge and Understanding outcome.	

A **depth study** may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.

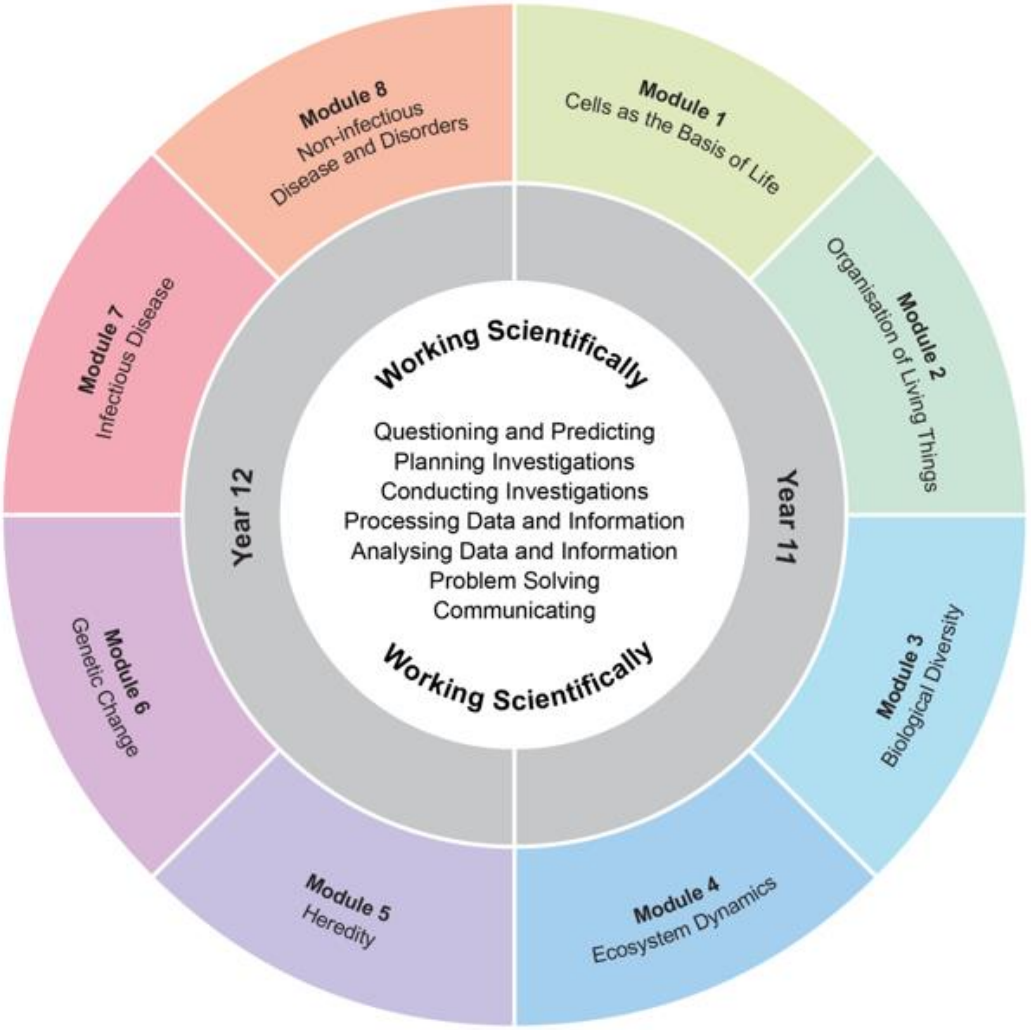
While the depth study may be undertaken in a single module of the course or across modules, the formal assessment of a depth study, or aspect of the study, must only occur once. The design of the assessment task must provide opportunities for all students to demonstrate their knowledge, understanding and skills of the outcomes using a common marking criteria and guidelines regardless of their area of investigation.

Biology

2 units for each of Preliminary and HSC | NESA Developed Course

Rationale	The *Biology Stage 6 Syllabus* explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of Biology and its significance in finding solutions to health and sustainability issues in a changing world. The study of Biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields. The course provides the foundation knowledge and skills required to study Biology after completing school, and supports participation in a range of careers in Biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.
Preliminary Content **Year 11 Course**	**Module 1: Cells as the Basis of Life** Cells are the basis of life. They coordinate activities to form colonial and multicellular organisms. Students examine the structure and function of organisms at both the cellular and tissue levels to describe how they facilitate the efficient provision and removal of materials to and from all cells in organisms. They are introduced to and investigate biochemical processes through the application of the Working Scientifically skills processes. Students are introduced to the study of microbiology and the tools that scientists use in this field. These tools will be used throughout the course to assist in making predictions and solving problems of a multidisciplinary nature. **Module 2: Organisation of Living Things** Multicellular organisms typically consist of a number of interdependent transport systems that range in complexity and allow the organism to exchange nutrients, gases and wastes between the internal and external environments. Students examine the relationship between these transport systems and compare nutrient and gas requirements. Models of transport systems and structures have been developed over time, based on evidence gathered from a variety of disciplines. The interrelatedness of these transport systems is critical in maintaining health and in solving problems related to sustainability in agriculture and ecology. **Module 3: Biological Diversity** Biodiversity is important to balance the Earth's ecosystems. Biodiversity can be affected slowly or quickly over time by natural selective pressures. Human impact can also affect biodiversity over a shorter time period. In this module, students learn about the Theory of Evolution by Natural Selection and the effect of various selective pressures. Monitoring biodiversity is key to being able to predict future change. Monitoring, including the monitoring of abiotic factors in the environment, enables ecologists to design strategies to reduce the effects of adverse biological change. Students investigate adaptions of organisms that increase the organism's ability to survive in their environment. **Module 4: Ecosystem Dynamics** The Earth's biodiversity has increased since life first appeared on the planet. The Theory of Evolution by Natural Selection can be used to explain periodic increases and decreases in populations and biodiversity. Scientific knowledge derived from the fossil record and geological evidence has enabled scientists to offer valid explanations for this progression in terms of biotic and abiotic relationships. Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised. The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future.

HSC Content **Year 12 Course**	**Module 5: Heredity** **Module 6: Genetic Change** **Module 7: Infectious Disease** **Module 8: Non-infectious Disease and Disorders**

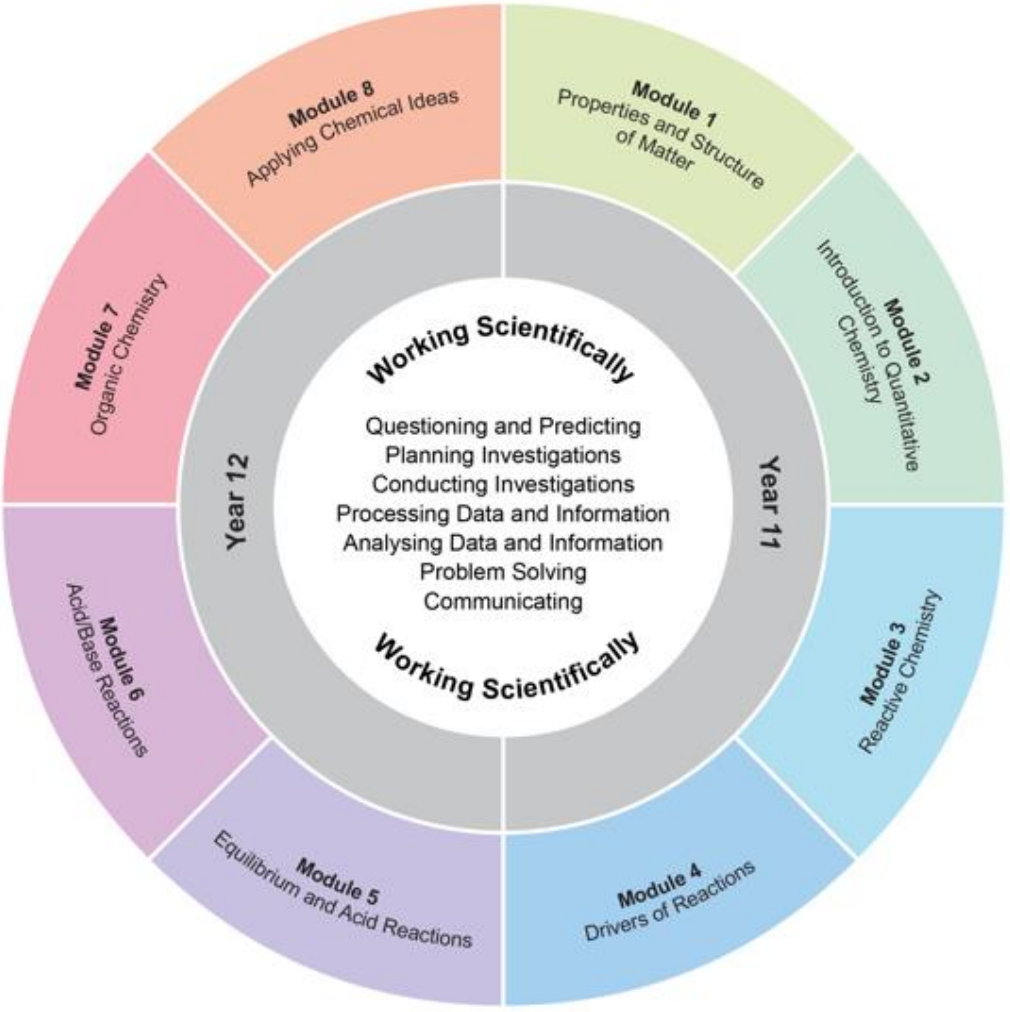


Chemistry

2 units for each of Preliminary and HSC | NESA Developed Course

Rationale	The *Chemistry Stage 6 Syllabus* explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability. The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies. The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.
Preliminary Content **Year 11 Course**	**Module 1: Properties and Structure of Matter** Students analyse trends and patterns in relation to the properties of pure substances and use these to predict the properties of other pure substances. This knowledge is used to determine the ways in which substances can be separated from each other and those that allow them to remain together. **Module 2: Introduction to Quantitative Chemistry** Students are introduced to the quantitative nature of chemistry. Chemists must be able to quantify reactions in order to make predictions about yields and communicate to specific audiences for specific purposes using nomenclature, genres and modes unique to the discipline. Using the mole concept, students will have the opportunity to select and use appropriate mathematical representations to solve problems, make predictions and calculate the mass of reactants and products, whether solid, liquid or gas. **Module 3: Reactive Chemistry** All chemical reactions involve the creation of new substances and associated energy transformations, which are commonly observable as changes in the temperature of the surroundings and/or the emission of light. These reactions are harnessed and controlled by chemists to produce substances that lead to the development of useful products. **Module 4: Drivers of Reactions** Students investigate factors that initiate and drive a reaction. They examine the relationship between enthalpy and entropy in calculating the Gibbs free energy. They also examine the roles that enthalpy and entropy play in the spontaneity of reactions. Students are provided with opportunities to understand that all chemical reactions involve the creation of new substances and associated energy transformations, which are commonly observable as changes in temperature of the surrounding environment and/or emission of light.

HSC Content **Year 12 Course**	**Module 5: Equilibrium and Acid Reactions** **Module 6: Acid/Base Reactions** **Module 7: Organic Chemistry** **Module 8: Applying Chemical Ideas**

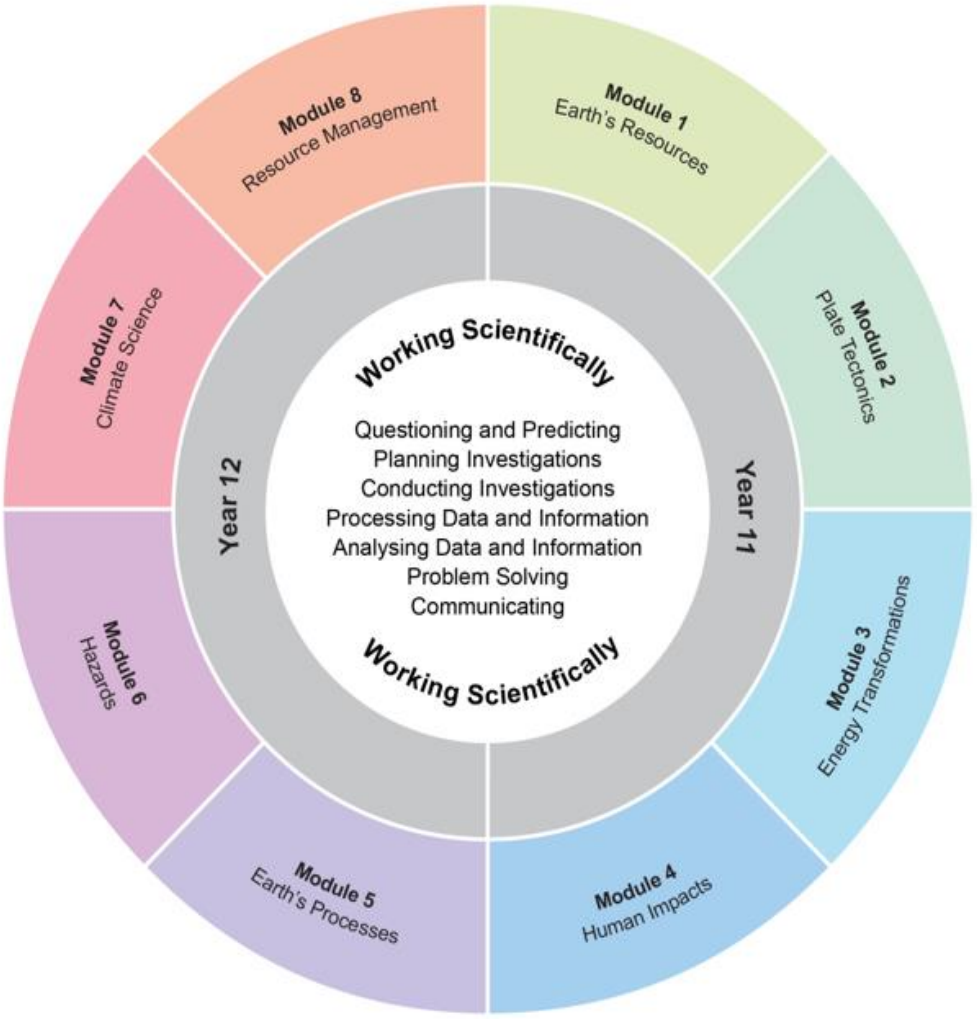


Earth & Environmental Science

2 units for each of Preliminary and HSC | NESA Developed Course

Rationale	The *Earth and Environmental Science Stage 6 Syllabus* 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. 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 course provides the foundation knowledge and skills required to study Earth and Environmental science after completing school, and supports participation in careers in a range of related industries. The application of earth and environmental science is essential in addressing current and future environmental issues and challenges. It is also necessary for the use and management of geological resources that are important to Australia's sustainable future.
Preliminary Content **Year 11 Course**	**Module 1: Earth's Resources** This module investigates compositional layers of the Earth. Students engage with rock composition and the origins of the component materials, including minerals. They extend their knowledge of the Earth and space from Science Stage 5 by learning about soil, the Rock Cycle and technologies used to gather geological data. Students explore science as a human endeavour in relation to the work of geologists, including the significance of this work to the mining of non-renewable resources. They also explore technologies used to gather and interpret data, including absolute and relative dating of rocks. **Module 2: Plate Tectonics** The Earth's surface is made of a series of tectonic plates that move and interact with one another. Solid evidence for the theory of plate tectonics was not proposed until the early 20th century. Initially, the theory was dismissed because of a lack of evidence. Eventually, however, the work of a series of scientists was combined to produce enough evidence to support acceptance of the theory. In many cases, the development of new technologies has allowed the individual pieces of this scientific puzzle be put together. The theory of plate tectonics can explain not only the location and causes of earthquakes and volcanoes, but also the location of mountain ranges (both above and under the oceans) and deep ocean floor trenches. This theory also helps to explain many aspects of climate, evolution and extinction, and supports predictions about the future. **Module 3: Energy Transformations** Earth's processes require energy. This energy may be transformed from one form into another or transferred between objects. Energy from the Sun and the Earth's interior control processes within and between the Earth's spheres. Heat and gravitational energy in the Earth's interior also drives the movements of tectonic plates. Energy transfers that occur on different timescales between the atmosphere, oceans and land generate weather and climate phenomena. The influence of cyclic phenomena, including El Niño and La Niña, affect global weather patterns. Knowledge of the Earth's processes and of energy transfer allows scientists to explain phenomena and predict areas at risk. **Module 4: Human Impacts** Humans use the Earth's resources to maintain life and provide infrastructure. However, natural resources are not infinite. Renewable resources such as water, soil, plants and animals can be managed sustainably using scientific knowledge. Incomplete information or failure to consider the impact of resources use may cause environmental damage. Scientific knowledge enables efficient use of resources and the rehabilitation of damaged ecosystems. Healthy ecosystems provide renewable resources, purify air and water, regulate climate and provide cultural services.

HSC Content **Year 12 Course**	**Module 5: Earth's Processes** **Module 6: Hazards** **Module 7: Climate Science** **Module 8: Resource Management**

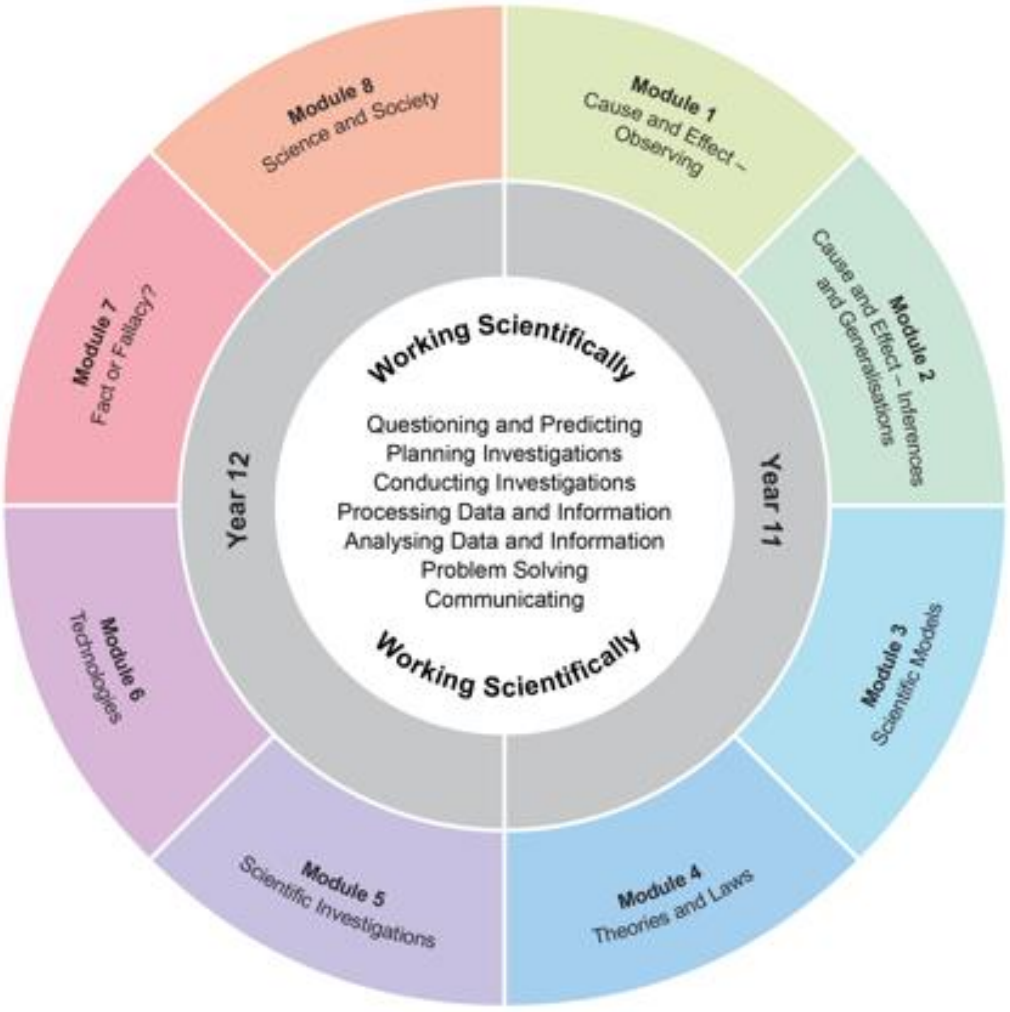


Investigating Science

2 units for each of Preliminary and HSC | NESA Developed Course

Rationale	The *Investigating Science Stage 6 Syllabus* is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. **The course is firmly focused on developing the Working Scientifically skills**, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions. The 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.
Preliminary Content **Year 11 Course**	**Module 1: Cause and Effect – Observing** Observation instigates all scientific experimentation. Investigative scientific processes can only be applied to phenomena that can be observed and measured. Detailed observations motivate scientists to ask questions about the causes and the effects of phenomena they observe. In this way, science continues to progress and enhance the lives of individuals and society by encouraging a continued search for reason and understanding. Students explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations. They conduct their own practical investigation, either individually or collaboratively, which is used to demonstrate the importance of making detailed and accurate observations, determining the types of variables and formulating testable scientific hypotheses. **Module 2: Cause and Effect – Inferences and Generalisations** Scientific inquiry follows on from humans making inferences and generalisations from commonly held understandings. Such inferences and generalisations have led to a wide range of investigations being performed throughout history, culminating in breakthroughs in scientific understanding. Many hypotheses, when found to be correct, have generated further inquiry and created the need to develop new technologies for further observation. Students consider primary and secondary-sourced data and its influence on scientific investigations. In this module, students engage in gathering primary and secondary-sourced data to assist them in conducting and reporting on investigations, and to further develop their understanding of the central roles of scientific questioning and collaboration in the pursuit of scientific truth. **Module 3: Scientific Models** Scientific models are developed as a means of helping people understand scientific concepts and representing them in a visual medium. Models are used to make predictions. They may include physical and digital models, which can be refined over time by the inclusion of new scientific knowledge. Students recognise that many scientific models have limitations and are modified as further evidence comes to light. For this reason, scientific models are continually evaluated for accuracy and applicability by the global scientific community through the process of peer review. Students construct and evaluate their own models, which are generated through practical investigation. **Module 4: Theories and Laws** The term 'science' comes from the Latin *scientia*, which means 'a knowledge based on demonstrable and reproducible data'. Reproducible data is used by scientists to develop theories and laws to explain and describe phenomena. Theories provide a coherent understanding of a wide range of phenomena. A law is usually a statement that can be expressed as a mathematical relationship. It describes phenomena in nature, with no exceptions, at a point in time. Testing scientific theories drives scientific breakthroughs and questions current understandings.

HSC Content **Year 12 Course**	**Module 5: Scientific Investigations** **Module 6: Technologies** **Module 7: Fact or Fallacy?** **Module 8: Science and Society**

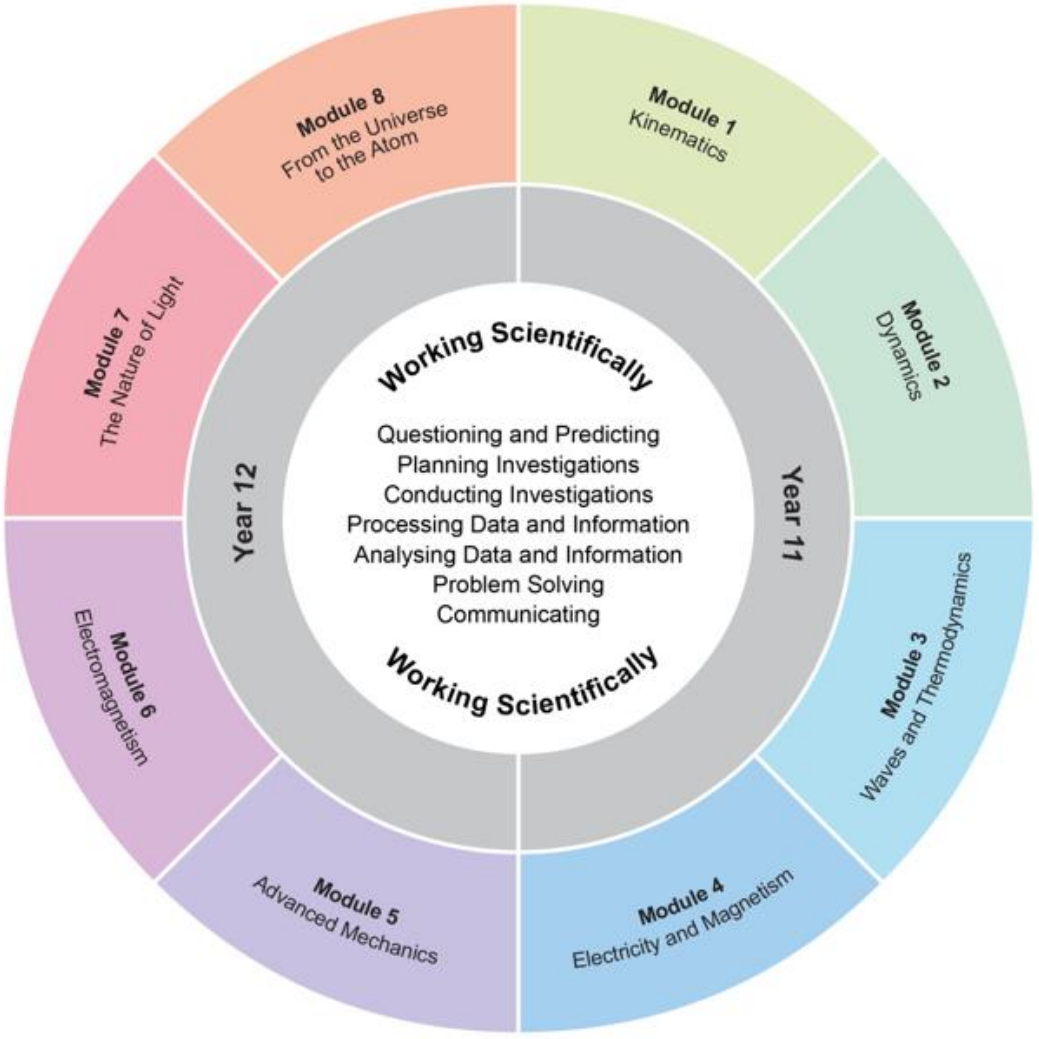


Physics

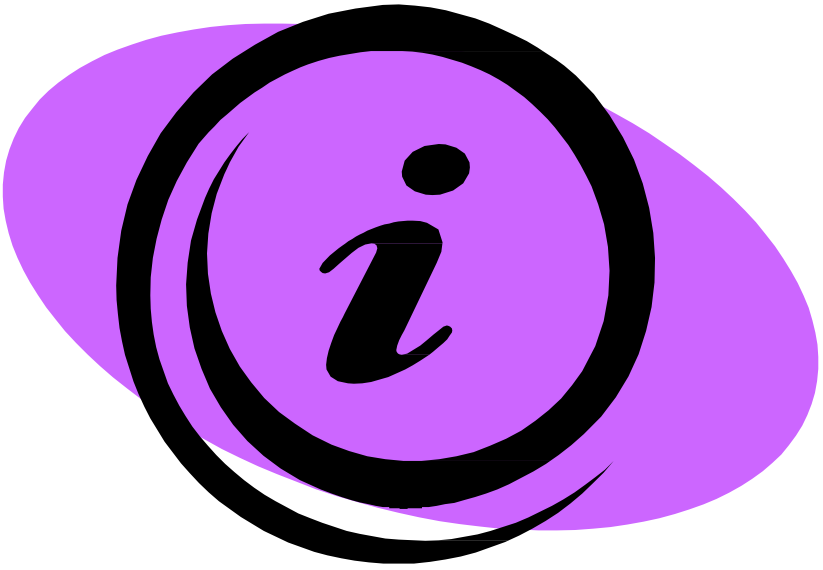
2 units for each of Preliminary and HSC | NESA Developed Course

Rationale	The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future. 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 study of Physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.
Preliminary Content **Year 11 Course**	**Module 1: Kinematics** Motion is a fundamental observable phenomenon. The study of kinematics involves describing, measuring and analysing motion without considering the forces and masses involved in that motion. Uniformly accelerated motion is described in terms of relationships between measurable scalar and vector quantities, including displacement, speed, velocity, acceleration and time. Representations – including graphs and vectors, and equations of motion – can be used qualitatively and quantitatively to describe and predict linear motion. By studying this module, students come to understand that scientific knowledge enables scientists to offer valid explanations and make reliable predictions, particularly in regard to the motion of an object. **Module 2: Dynamics** The relationship between the motion of objects and the forces that act on them is often complex. However, Newton's Laws of Motion can be used to describe the effect of forces on the motion of single objects and simple systems. This module develops the key concept that forces are always produced in pairs that act on different objects and add to zero. By applying Newton's laws directly to simple systems, and, where appropriate, the law of conservation of momentum and law of conservation of mechanical energy, students examine the effects of forces. They also examine the interactions and relationships that can occur between objects by modelling and representing these using vectors and equations. In many situations, within and beyond the discipline of physics, knowing the rates of change of quantities provides deeper insight into various phenomena. In this module, the rates of change of displacement, velocity and energy are of particular significance and students develop an understanding of the usefulness and limitations of modelling. **Module 3: Waves and Thermodynamics** Wave motion involves the transfer of energy without the transfer of matter. By exploring the behaviour of wave motion and examining the characteristics of wavelength, frequency, period, velocity and amplitude, students further their understanding of the properties of waves. They are then able to demonstrate how waves can be reflected, refracted, diffracted and superposed (interfered) and to develop an understanding that not all waves require a medium for their propagation. Students examine mechanical waves and electromagnetic waves, including their similarities and differences. **Module 4: Electricity and Magnetism** Atomic theory and the laws of conservation of energy and electric charge are unifying concepts in understanding the electrical and magnetic properties and behaviour of matter. Interactions resulting from these properties and behaviour can be understood and analysed in terms of electric fields represented by lines. Students use these representations and mathematical models to make predictions about the behaviour of objects, and explore the limitations of the models.

HSC Content **Year 12 Course**	**Module 5: Advanced Mechanics** **Module 6: Electromagnetism** **Module 7: The Nature of Light** **Module 8: From the Universe to the Atom**



TAS Courses



Design & Technology

2 units for each of Preliminary and HSC NESA Developed Course

<table>
<tr><td>Why study this course?</td><td>This is a creative and dynamic course that gives students the opportunity to explore design in a variety of media. The course focus is on designing and producing end products or systems which fulfil a need using a variety of technologies. The course has a unique focus on creativity, innovation and successful implementation of innovative ideas providing students with the opportunity to develop design projects in areas of individual interest.

Senior Design & Technology students will be offered a wide range of experiences which could include:
Furniture Making, Product Design, Architectural Design, Jewellery Design, Graphic and Multimedia Design, Interior Design

For each project students will produce an end product and a folio which records the processes they used in the completion of the design brief. As well as carrying out ‘design and make’ activities they will study how design operates in industry and will focus on the work of individual designers.</td></tr>
<tr><td>The Preliminary Course</td><td>In the Preliminary course, student’s study designing and producing, which includes the completion of at least two design projects. Knowledge and skills will be developed in:
the process of design
creativity
research
management
communication
manufacturing and production
computer-based technologies
environmental issues</td></tr>
<tr><td>The HSC Course</td><td>During the HSC course students work independently to complete a Major Design Project in areas of interest to individual students. The completion of the Major Design Project requires each student to develop an end product or system and a Design Folio for assessment in the HSC. During this year students also gain knowledge and skills in / about:
Design and design practice
Factors which may impact on successful innovation
Entrepreneurial activity
Innovation and emerging technologies including a case study of innovation.</td></tr>
<tr><td>Assessment: HSC course</td><td><table>
<tr><th>External Assessment</th><th>%</th><th>Internal Assessment</th><th>%</th></tr>
<tr><td>A one and a half hour written exam</td><td>40</td><td>Innovation and Emerging Technologies, including a compulsory case study of an innovation/design/designer</td><td>40</td></tr>
<tr><td>Major Design project
Project Design Folio</td><td>60</td><td>Designing and Producing</td><td>60</td></tr>
</table></td></tr>
</table>

Food Technology

2 units for each of Preliminary and HSC | NESA Developed Course

<table>
<tr><td>Why study this course?</td><td>Food costs are rising and global sales of healthy food products are booming. Dietary requirements and choices such as gluten-free, veganism, sustainable food crops and information about food production processes and human consumption, have never played such a significant part in maintaining a healthy lifestyle than now.
A study in food can cover a whole range of areas, including food science, product development, marketing and communications, nutrition and wellbeing, HR, packaging, research and design – with a demand for food engineers and scientists, food innovators and stylers, nutritionists, and influencers. It allows one's creative expression to unfold using ingredients and production methods that have shaped our world.
We are influenced by an overwhelming amount of information when we select what, where and when to eat – magazines, newspapers, WWW, social media, YouTube, friends, television, our cultural heritage, and our religion. We are faced with myths, trends, misinformation, marketing hype, health scares and doubts about food processing and manufacture as well as fads and fallacies.
Food Technology will assist students to unravel the overwhelming amount of information which surrounds us to make sound decisions about the food we consume and how to maintain a healthy lifestyle. Are you the next health and food entrepreneur?</td></tr>
<tr><td>Preliminary Course</td><td>• Factors influencing the foods we choose to eat.
• Preparing foods which reflect the various factors influencing food selection.
• Food consumption in Australia.
• Safe and hygienic work practices when handling food.
• Appropriate preparation and cooking techniques when preparing food.
• Examining the functional properties of food and applying these properties when preparing a variety of foods.
• The nutritional value of foods and daily nutritional requirements.
• Selecting foods to maintain a healthy diet.
• Food styling, photography and social marketing.</td></tr>
<tr><td>HSC Course</td><td>• The Australian Food Industry.
• Legislation and policies impacting on food production and processing.
• Safe and Nutritious foods – being nutritionally aware and smart about labelling.
• Food Manufacturing Processes, including domestic production of preserved foods in practical classes.
• The design and development of new food products, including steps in food product development – try your hand at developing a new food product.
• Relationship between diet and the health status of Australians.
• The health problems seen in Australia.
• Food intake, lifestyle factors, foods for special dietary needs.
• Plan and prepare foods, linking to the dietary requirements of a variety of groups.
• Plan diets and prepare foods which address the dietary requirements of specific groups</td></tr>
<tr><td>Particular course requirements</td><td>Practical food preparation and experimental lessons will occur approximately once every two weeks during the preliminary course and the HSC course.</td></tr>
<tr><td>Assessment HSC course</td><td>
<table>
<tr><th>External Assessment</th><th>%</th><th>Internal Assessment</th><th>%</th></tr>
<tr><td rowspan="3">A three hour written examination</td><td rowspan="3">100</td><td>Knowledge and understanding of course content</td><td>40</td></tr>
<tr><td>Knowledge and skills in designing, researching, analysing and evaluating.</td><td>30</td></tr>
<tr><td>Skills in experimenting with and preparing food by applying theoretical concepts</td><td>30</td></tr>
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</td></tr>
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Textiles and Design

2 units for each of Preliminary and HSC | NESA Developed Course

Why study this course?

In a world of fast fashion, and its destructive nature to the environment including its use of cheap labour, the time has come for the new generation of designers or influencers to be part of the fashion revolution. The world is entering a generation of digitally produced, environmentally sustainable textiles that are also made to measure forming part of the global circular fashion pledge. Join the reinvention of the industry, be the change and the style movement, conceptualise a fresh approach to making. This course will encourage and increase awareness of innovation and include experimentation with new manufacturing processes. Examples as such include laser cutting fabric, digital fabric printing, 3D experimentation in combination with traditional skills to produce manufactured pieces. Student agency and choice in design making is encouraged from the outset while also meeting Preliminary and HSC requirements.

The study of Textiles and Design leads to careers in film, theatre, dance, fashion, textile and product design. This course will also be of interest to those students who would like to develop skills in:

- fashion influencing and styling
- fashion curation and fashion design
- circular fashion and sustainability
- textile design process and folio development
- textile art including dyeing and printing fabric, sculpturing and fabric manipulation

In the preliminary course, students will design and make two products from fibres, yarns and fabrics and develop design folios which illustrate the students' progress throughout the designing and making stages.

The HSC course culminates in the development of a Major Textiles Project worth 50% of the final HSC mark – the other 50% comes from the HSC examination.

This course provides students with the opportunity to design and work within the areas of specific interest to them, e.g. fashion styling and design, textile art design and sculpture. It is important that you are able to work consistently and at times independently on your Major Project. The five focus areas include: Apparel, Costume, Furnishing, Textile Arts and Non Apparel.

Main Topics Covered:

Preliminary Course

- Design clothing, furnishings, costumes and textiles arts.
- Fashion Drawing.
- Design Project 1 - design and make an item based on a design theme/period or fashion movement as negotiated by your teacher. Focus is on design manipulation skills. Design clothing, furnishings, costumes and textiles arts.
- Investigate the properties of textile fibres and fabrics.
- Practical Project 2 - an article of your choice e.g. clothing, costume, or textile art
- Research the Australian Textiles, Clothing, Footwear Industries

HSC Course

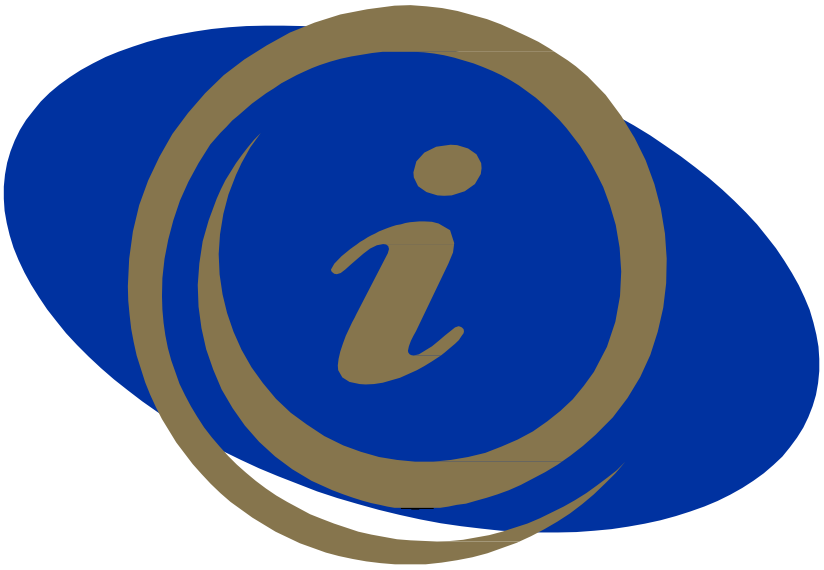
- Examine the work of contemporary designers and designers from the past (historical perspective), and the influence of culture on design,
- Complete a major Design Project
- Examine Innovations in the Textiles Industry

Assessment HSC Course

External Assessment	%	Internal Assessment	%
A written examination of one and a half hours	50	Textile, Clothing, Footwear and Allied Industries	10
Major Design project	25	Properties and Performance	20
Project Design Folio	25	Design	20

School & Externally Delivered VET Courses

Vocational Education and Training



School VET

- are Board developed Courses
- count towards your HSC
- count towards your ATAR
- include specified units of competency which have been drawn from Industry Training Packages. The competency standards have been developed by industry to reflect the real requirements for employment in the relevant industry.
- incorporate knowledge and skills recognised by industry and training organisations
- include an HSC exam
- lead to dual accreditation of the HSC and TAFE Diplomas / Certificates

Industry Curriculum Frameworks

The frameworks have been developed to provide students will the opportunity to gain *dual accreditation*: i.e. credit towards the HSC and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF)

The VET Courses offered at Riverside are:

- Hospitality: Certificate II in Cookery – HSC Kitchen Operations and Cookery stream

2024 Cookery Course Descriptor
SIT20421 Certificate II in Cookery – Release 1
RTO - Department of Education - 90333, 90222, 90072, 90162

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

Course: Hospitality Board Developed Course (240 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20421 Certificate II in Cookery – Release 1 (Release 1) **https://training.gov.au/Training/Details/SIT20421**. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

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

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core		**Elective**	
SITXFSA005	Use hygienic practices for food safety	SITXFSA006	Participate in safe food handling practices
SITXWHS005	Participate in safe work practices	SITHCCC025	Prepare and present sandwiches
SITHCCC023	Use food preparation equipment	SITHCCC024	Prepare and present simple dishes
SITHCCC027	Prepare dishes using basic methods of cookery	SITHCCC026	Packaged prepared foodstuffs
SITHCCC034	Work effectively in a commercial kitchen	SITXCOM007	Show social and cultural sensitivity
SITHKOP009	Clean kitchen premises and equipment	SITXCCS011	Interact with customers
SITXINV006	Receive, store and maintain stock		

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

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

Working within the hospitality industry involves
- organising information and records in both paper and electronic forms
- customer (client) service
- teamwork
- using technologies
- creating documents

Examples of occupations in the hospitality (kitchen operations) industry:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- take-away cook
- function cook

Mandatory HSC Course Requirements

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

External Assessment (optional HSC examination for ATAR purposes)

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

Competency-Based Assessment

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

Appeals and Complaints

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

Course consumables: $150.00 plus uniform approximately $80.00 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.* Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*	**Refunds** Refund Arrangements on a pro-rata basis. Please refer to your school refund policy

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

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

2024 Course Descriptor SIT20421 Certificate II in Cookery – Release 1 RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.13

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

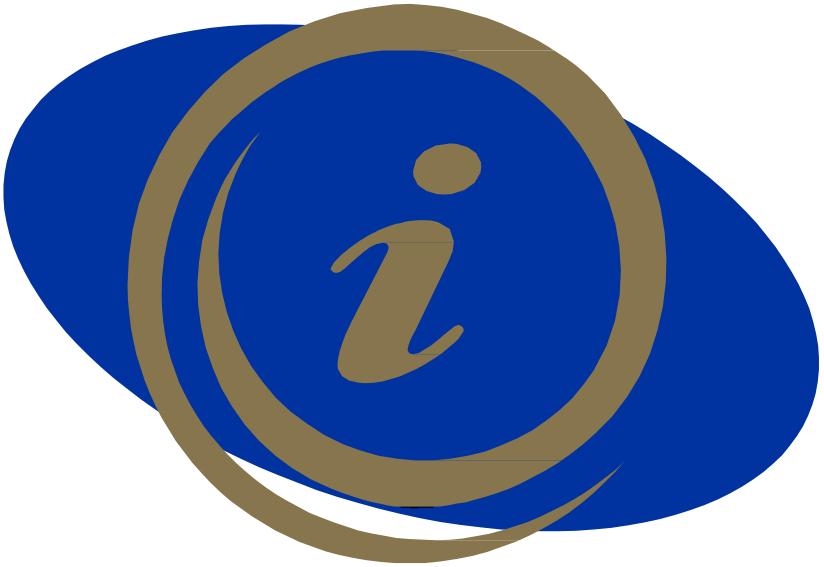
Externally Delivered VET Course (EVET)

1. While some VET courses are offered at Riverside, a huge variety are offered by local TAFE colleges and other private providers. These are known as Externally Delivered VET courses (EVET).
2. EVET courses offer dual accreditation. They not only count as units towards your HSC but also offer advanced standing in that course if you decide to continue at TAFE after your HSC.
3. If you are considering an EVET course, it is strongly recommended you find out as much information about it as you can. You will not be allowed to change if you find you don't like it. So, choose carefully.
4. A list of TAFE colleges and the courses they offer is available from Ms Soares or on the TAFE website. While you can study EVET at a number of TAFE colleges, most Riverside students attend Meadowbank or Ryde TAFE.
5. North Sydney Institute comprises- Ryde, Meadowbank, Hornsby, North Sydney (St Leonards), Seaforth, Bradfield and Crows Nest.
6. Sydney Institute, Animal Attending and Design Fundamentals (Fashion) are available at Ultimo TAFE
7. If you think you would like to do an EVET course you will need to do the following:

- Read the information then check the course outline available from Ms Soares or on the school intranet.
- Ask yourself are you prepared to travel to TAFE? Even in winter when it's cold and dark?
- You must go every week; a minimum 80% attendance is required to pass. You must let Ms Soares know if you can't go and provide a note / doctor's certificate to him on your return.

8. Most TAFE classes are usually held on Tuesday afternoons from 1.30 / 2.00pm till 5.30/ 6.00pm. If your class starts at 1.30 you will need to leave early from period 3. Any work missed must be caught up.
9. As most TAFE classes are held on Tuesday afternoons from 2-6pm, you can only choose one course.
10. Choose courses carefully, you can't change if you don't like it.
11. If you are unsure about anything or have questions see Ms Soares. Complete an EVET Expression of Interest application form and return it with your course selection.
12. Popular EVET courses Riverside students have completed include Nursing, Accountancy, Child care, Retail Services, Hairdressing, Beauty, Real Estate, Accountancy, Animal Care, Fitness Instruction, Fashion Design, Photography, Event Management and Welfare.

NESA Endorsed Courses



Board Endorsed Courses are developed by the NESA to cater for a wide candidature in areas of specific need not served by Board Developed Courses.

There are three categories of NESA Endorsed Courses – Content Endorsed Courses (CECs), School Developed Courses and University Developed Courses. Such Content Endorsed Courses have been adapted by NESA to meet the needs of a wider group of students. At Riverside we offer a range or Content Endorsed Courses (CECs).

Assessment and Credentialling of CECs

Content Endorsed Courses when completed as HSC courses, are not externally examined and have an unmoderated school assessment mark recorded on the Higher School Certificate Record of Achievement. Schools are responsible for ensuring that marks submitted to NESA are aligned to the Stage 6 NESA Endorsed Course Performance Descriptions.

These courses contribute to the HSC but it is important to note that these courses do **not** contribute to an **ATAR**.

One Unit courses are studied (3x 75 min periods per 10 days) or two unit courses (6 x 75 min periods per 10 days.

They may be may be studied for:

- Year 11 only
- Year 12 only
- Years 11 and 12 (in some cases)

Content Endorsed Courses (offered at Riverside)

1. Philosophy 1 Unit

Philosophy 2024

1 unit for Preliminary. This course does not continue into the HSC NESA Endorsed Course

Rationale:	This course is designed to equip students with the "21st century skills" essential for active citizenship in today's complex global society. It addresses Goal 2 of the Melbourne Declaration, that "All young Australians become successful learners, confident and creative individuals, and active and informed citizens". In doing so, the course addresses the following different, but related, objectives. The list below explains what is distinctive about a philosophy course.
What does this course involve?	Philosophy helps students develop: a) appreciation of the intellectual history that informs Australian knowledge and inquiry: In studying philosophy students gain familiarity with one of the foundational disciplines that have shaped Western civilisation from the time of the Ancient Greeks. b) habits of rigour and logical thinking: Philosophical enquiry encourages students to "think in slow motion", and to examine key concepts in detail. In other HSC courses students acquire knowledge about all sorts of things, but in studying philosophy students must also pause to ask "What is knowledge, and why is it valuable?" This kind of deep thinking in philosophy is accompanied by careful attention to logic and the structure of argument. c) skills of critical thinking that are applicable across different disciplines: When engaging in philosophical discussion, students learn to question and to challenge views put forward by others, and learn how to respond to such challenges to their own views. These skills are central to philosophy but are portable in the HSC trans-disciplinary context: students who are trained in these skills will improve their outcomes across other course areas. d) literacy and communication skills: Students of philosophy must read and make sense of philosophical texts, some of which are dense and demanding. Students must also be able to set out philosophical arguments clearly and concisely in oral and written forms. Engaging in philosophical activities helps students develop these skills. e) appreciation of diversity and ethical responsibility: The critical thinking skills that students acquire through studying philosophy are useful throughout their lives. Philosophy leads us to reflect not only on how to get what we want, but on which things are worth wanting, and which kinds of lives we ought to lead. Thinking philosophically helps students become intellectually autonomous. Students learn how to think for themselves, to take responsibility for their own views, to seek and respond rationally to evidence, and to consider and evaluate alternative points of view. This particular offering of the course at RGHS approaches the teaching of philosophy with a strong mind to its connection to other HSC courses, including English, History, Economics, Legal Studies, Visual Arts, Science, and Society and Culture. The course is well suited to students who are curious about ideas, who enjoy intellectual challenge, and who wish to deepen their ability to think critically, to reason soundly, and to argue succinctly and confidently.
Preliminary Course Description:	The course will run over three terms, as a Preliminary Stage 6 course in Year 11. There are four overlapping modules of work: **Module 1: Rationalism to Empiricism** This module develops students' critical thinking and reasoning skills while addressing the works of two key philosophers, Rene Descartes and John Locke. **Module 2: Society & Government, Ethics & Morality** Are we inherently selfish? Do the ends justify means? What is it in our nature that determines who should rule us? This module considers how ethical systems have been considered in early modern period forms of political thinking. Philosophers covered may include Niccolo Machiavelli, Thomas Hobbes, and John Locke. **Module 3: From the Enlightenment to Romanticism** In Module 3 we consider the history and direction of the Enlightenment, its successes and failures, its influence on Romanticism, and the debt we owe to each today. This Module will look at works of art and literature, and may consider works by Immanuel Kant, Jean Jacques Rousseau, Edmund Burke, Karl Marx, and Mary Wollstonecraft. **Module 4: Ontology** Who are we? What is to be? Can we ever know our "self"? Are men and women fundamentally the same or are they different? Here, we will look at how some well-known thinkers have dealt with some of the issues of being. These may include Sigmund Freud, Edmund Husserl, Simone De Beauvoir, and Jean-Paul Sartre.

Preliminary Assessment	**Component**	**Weighting**
	Task 1 – In-class extended response (persuasive essay)	15%
	Task 2 – Class Oral Presentation (5-7 minutes)	15%
	Task 3 – Personal Interest Report (1200 – 1500 words)	20%

My Course Preferences

Use this page to rank your course preferences as you research them. You will be asked to bring this page to your Pattern of Study interviews conducted later in the year.

You will be able to select courses totalling 16 units, of which you will receive 12 to 13 units. Preference is important as you will be allocated to courses of higher preference if they clash.

Students who are thinking of studying English or Mathematics extension courses should discuss this with their class teacher and the faculty head teacher.

Name: _____

I want an ATAR: ☐ Yes ☐ No **I am a Pathways/Accelerated student:** ☐ Yes ☐ No

The level of English I wish to study is: _____ It is worth **2** units

1. My first preference (the course I want most) is: _____ It is worth _____ units

2. My second preference is: _____ It is worth _____ units

3. My third preference is: _____ It is worth _____ units

4. My fourth preference is: _____ It is worth _____ units

5. My fifth preference is: _____ It is worth _____ units

6. My sixth preference is: _____ It is worth _____ units

7. My seventh preference is: _____ It is worth _____ units

8. My eighth preference is: _____ It is worth _____ units

This totals _____ courses worth a total of _____ units.

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