

Narooma High School



Senior Prospectus for 2018 - 2019

7181 Princes Highway
Narooma NSW 2546

Telephone: 02 4476 4377

Fax: 02 4476 3953

Email: narooma-h.school@det.nsw.edu.au

Website: www.narooma-h.schools.nsw.edu.au

PRINCIPAL'S MESSAGE

As our students near the end of Year 10 they have a very important decision to make. In consultation with their parents, they have to decide how their final years of high school will best be used to positively help them in the future and broaden their career or study options.

With the increase of the school leaving age there has been an increase in the number of students returning to the senior school. These students have come into Year 11 with varying needs and interests. Some wish to follow the traditional pattern of study, aimed at further education at University entry. Other students wish to broaden their knowledge and experience with a sound general program which will increase their “employability” when they leave school.

The challenge for schools is a difficult one. We must endeavour to meet the various needs of a more diverse range of students than ever before.

Narooma High School is aiming to present a diversity of subject and program options for students' Higher School Certificate years within the constraints that exist. Students are encouraged to think carefully about their career choices and to devise a program which will best ensure the achievement of their goals. In choosing their program, and throughout their course, students should seek and will be provided with, every assistance through advisory and counselling services.

In an effort to support students in their subject selections, Narooma High has a well developed process in place involving student subject information sessions, parent and student information evenings and formal interviews with each student.

This prospectus outlines the rules and patterns of their study for the Higher School Certificate, the types of courses and a brief outline of the content they offer. ***Please note that some subjects on offer may not run.*** A final decision on which subjects will run will be based on student requests, school staffing and timetable constraints.

Please note that many HSC subjects require a financial contribution to pay for the purchase of consumables used to achieve specific course outcomes. An **approximate** cost for these HSC subjects is shown in the book and the precise amount of the contribution will be advised at a later date. Should parents have difficulty in meeting any fee or contribution the matter should be discussed with the principal before selections are finalised.

Parents or students with questions about patterns of study and subject requirements should contact either the Year Adviser, Ms Lin Schroder, the appropriate Head Teacher or the Careers Adviser, Mr Rhys Kenna.



A R FAHEY
Principal

CONTENTS

	Page
■ Timeline for Transition	4
■ Information about the HSC	5
■ What type of courses can I select?	6
■ What are units?	7
■ Requirements for the award of the HSC	8 - 9
■ HSC courses/subjects Category A	9
■ HSC courses/subjects Category B	10
■ HSC Course Notes	11
■ Vocational Education and Training (VET)	12 - 13
■ Assessment and reporting	14
■ Board Developed Courses for 2018-19	15 - 50
■ Board Endorsed Courses for 2018-19	51 - 56
■ VET Courses for 2018-19	57 - 64

Timetable for Narooma High School

Year 10 to 11 Transition Process

Step	Event	Completed By
1	Issue of Senior Prospectus to students	Term 2, Week 7
2	Student interviews with Head Teachers (students to bring initial selections and report)	Term 3, Week 1
3	Parent and Student Information Evening Thursday 27 July 2017. Students will receive the instructions and codes for online subject selection. Online subject selection open.	Term 3, Week 2 at Information Evening
4	Online subject selections close Friday 4 August 2017	Term 3, End of Week 3
5	Review of subject selections	Term 3, Week 4 <i>TBC</i>
6	Parent/student combined interviews (where necessary)	Term 3, Week 7 <i>TBC</i>

■ INFORMATION ABOUT THE HSC

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

More information is contained in the following NSW Education Standards Authority (NESA), publication:

Studying for the New South Wales Higher School Certificate – An Information Booklet for Year 10 Students.

- The Higher School Certificate recognises 13 years of schooling. In the interests of greater career choices and increased opportunities at university and TAFE, it offers you a full range of study areas matching individual abilities, interests and goals.
- The Higher School Certificate (HSC) builds on the Preliminary Courses and School Certificate and covers a range of subjects with varying degrees of difficulty.
- Courses can be linked to further education and training or university entrance:
 - Extension courses (including undergraduate university courses) will enable students to undertake more in-depth study in areas of special interest.
 - Vocational Education and Training courses will count towards the HSC and will also lead to qualifications recognised across a range of industries.
 - Board Endorsed Courses count towards the HSC. These courses are practical in nature and do not include an external exam. These courses do not count towards an Australian Tertiary Admissions Rank (ATAR).
- The HSC includes life skills courses for students with special education needs.
- The HSC assesses each student's knowledge and skills.
- If you meet the minimum standard expected in a course you will receive a mark of 50. If you have a higher standard of performance you will receive a higher mark.
- For each course you will receive easy-to-understand reports which contain much more information. These reports provide clearer indications of what you have demonstrated you know, understand and can do in each course.
- Students may complete their HSC and Preliminary Courses by flexible pathways over a period of up to 5 years in some circumstances.

■ WHAT TYPES OF COURSES CAN I SELECT?

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

● BOARD DEVELOPED COURSES

These courses are developed by the NSW Education Standards Authority (NESA). There is a syllabus for each course which contains:

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

All students entered for the HSC who are studying these courses follow these syllabuses. These courses are examined externally at the end of the HSC course and can count towards the calculation of the ATAR.

● BOARD ENDORSED COURSES

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

- Content Endorsed Courses (CECs) have syllabuses endorsed by the Board to cater for areas of special interest not covered in the Board Developed Courses. Most HSC VET (Vocational Education and Training) courses delivered by TAFE are Content Endorsed Courses.
- Schools may also design special courses to meet student needs. These courses must be approved by the NSW Education Standards Authority (NESA). Once approval is granted, schools offer selected courses to senior students as part of the Higher School Certificate.

Some Board Endorsed Courses are one-year courses. There is no external examination for any Content Endorsed Course or School Designed Course, but all Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of School Achievement (ROSA). Board Endorsed Courses do not count in the calculation of the ATAR.

● VOCATIONAL EDUCATION AND TRAINING (VET) COURSES – EITHER BOARD DEVELOPED OR BOARD ENDORSED:

- Vocational Education and Training (VET) courses are offered as part of the HSC. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers.

■ WHAT ARE UNITS?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.

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

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

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

2 UNIT COURSE ⇒ This is the basic structure for all courses.

EXTENSION COURSE ⇒ Extension study is available in a number of subjects. Extension courses are 1 unit courses which build on the content of the 2 unit course. Extension courses require students to work beyond the standard of the 2 unit course. Extension courses are available in English, Mathematics, History, Music, Science and some languages. Undergraduate university courses will be available in some subjects.

⇒ English and Mathematics extension courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (extension 1 and extension 2). The extension 2 course requires students to work beyond the standard of the extension 1 course.

⇒ HSC extension courses in History and Science are offered and examined in Year 12 only.

1 UNIT COURSE There are a number of 1 unit Board Endorsed Courses. These courses do not count in the ATAR.

■ REQUIREMENTS FOR THE AWARD OF THE HSC

If you wish to be awarded the HSC:

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

At most 7 units of courses in Science can contribute to Higher School Certificate eligibility.

- You must complete the practical, oral or project works required for specific courses and the assessment requirements of each course.
- You must have sat for and made a serious attempt at the Higher School Certificate examinations.

The Australian Tertiary Admissions Rank (ATAR)

- Your ATAR is based on the aggregate of scaled marks in 10 units of Board Developed Courses course comprising:
 - Your best two units of English; *and*
 - Your best eight units from the remaining units, subject to the provision that no more than two units of Category B courses be included.
- You must satisfactorily complete English;
- You may accumulate courses over a period of no more than five years;
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR; *and*
- If you enrol in a repeat course and subsequently withdraw, either officially by advising your principal or the NESAs, or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt - in this case the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.
- If you do not wish to receive an ATAR, the rest of your courses may be made up from Board Endorsed Courses once you have studied six units from Board Developed Courses.

Important notes:

- a) A **subject** is the name given to an area of study. A course is a branch of study within a subject. A subject may have several different courses, for example, with the subject English the courses will include English Standard, English Advanced, HSC English Extension 1, etc.
- b) **HSC eligibility for the award of an ATAR.** Students need to satisfactorily complete at least 10 units of HSC courses including at least 8 units of Category A courses. At least 2 units of Standard or Advanced English must be included. Courses completed must include at least three Board Developed courses of 2 units or greater and at least four subjects.

REQUIREMENTS FOR THE AWARD OF THE HSC *cont....*

Category A and Category B courses

ATAR courses that have formal examinations are classified by the universities as Category A or Category B courses. The universities prefer to use the categorisation method to determine entry to tertiary courses and have tried to keep formal prerequisites to a minimum.

■ HSC BOARD DEVELOPED COURSES Category A Courses

Subject	Preliminary & HSC Courses (2 Unit)	Preliminary Extension Courses (1 Unit)	HSC Extension Courses (1 Unit)
Agriculture	Agriculture		
Ancient History	Ancient History		HSC History Extension
Biology	Biology		
Business Studies	Business Studies		
Chemistry	Chemistry		
Community & Family Studies	Community & Family Studies		
Drama	Drama		
Earth & Environmental Science	Earth & Environmental Science		
English	# English Standard English Advanced	Preliminary English Extension	HSC English Extension 1 HSC English Extension 2
Food Technology	Food Technology		
Geography	Geography		
Industrial Technology	Ind Tech – Multimedia Ind Tech - Timber		
Investigating Science	Investigating Science		
Legal Studies	Legal Studies		
Mathematics	# Mathematics Standard Mathematics Advanced	Preliminary Mathematics Extension 1	HSC Mathematics Extension 1
Modern History	Modern History		HSC History Extension
Music	Music 1 Music 2		HSC Music Extension 1
PDHPE	PD/Health/PE		
Physics	Physics		
Science Extension			HSC Science Extension
Society and Culture	Society and Culture		
Textiles and Design	Textiles and Design		
Visual Arts	Visual Arts		

(See course notes on page 11 for explanation of symbols)

Category B Courses

Course name	Unit value	Subject area
Construction (240 hours) ²	2	Construction
Metal and Engineering (240 hours) ²	2	Metal and Engineering
Hospitality Operations (240 hours) ²	2	Tourism and Hospitality

Notes:

² These are 240 hour Vocational Education and Training (VET) courses. An optional written examination will be offered for the HSC. If students want the results from these courses to be available for inclusion[#] in the calculation of the ATAR, they must undertake the optional written examination.

Only one of these courses can count towards the ATAR

HSC Course Notes

These notes and footnotes (1 – 3) refer to the list of courses

You may select one course only from each of these subject groups.

- A number of subjects include a requirement for the development of project work for either internal or external assessment, for example, Visual Arts, Drama, Design and Technology and others. Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.
- Students studying Industrial Technology (Metal and Engineering Industries) are not permitted to study courses relating to the Metal and Engineering Industry framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 unit.

1. Students may elect to study either or both the 2 unit Ancient History and the 2 unit Modern History courses. There is one History Extension course. This course allows students the flexibility to pursue areas of interest in Ancient and/or Modern History.
2. Of the 12 Preliminary and 10 HSC units required for the Higher School Certificate no more than 6 Preliminary units of science can be included. In the HSC study pattern Science Extension can be studied in combination with a maximum of 3 courses from the following: Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics. For the HSC students can study a maximum of 7 units of science.
3. You must study Music Course 2 if you wish to study HSC Music extension.

**Additional information about courses and the new HSC is available on the NSW Education Standards Authority (NESA). website:
www.educationstandards.nsw.edu.au**

■ VOCATIONAL EDUCATION AND TRAINING (VET)

1. VET Industry Frameworks

The Board has developed curriculum frameworks for industries. Within each framework there are a number of courses. It is expected that at least one designated 240 hour course in each framework will contribute towards the ATAR. You must undertake a work placement to complete these courses successfully.

The frameworks courses offered at Narooma High School are:

- Construction
- Metal and Engineering
- Tourism and Hospitality

The courses below marked * will include a written examination in the Higher School Certificate in addition to the other requirements of the course.

VET Curriculum Frameworks		
Subject	Course	Extension
Construction	Construction (120 hours) Construction (240 hours)*	
Metal and Engineering	Metal and Engineering (120 hours) Metal and Engineering (240 hours)*	
Tourism and Hospitality	Hospitality Operations (120 hrs) Hospitality Operations (240 hrs)*	

2. Other HSC VET courses

VET courses are also available in other industry areas. These are:

- Furnishing (Content Endorsed Course)
- A wide range of Industry Framework Content Endorsed and Board Developed VET courses may be available through TAFE (*see over*).

3. TAFE Delivered VET in schools (TVET)

These courses are specially designed and selected for the career and educational opportunities they provide. The specific courses offered to students depend on their career interests, the resources available at individual schools and campuses of TAFE on school and campus timetables.

Students who successfully complete one of these courses are entitled to two credentials; one from the NSW Education Standards Authority (NESA) and one from TAFE. (Additional TAFE studies may be required to gain a TAFE certificate.)

Courses are conducted over one or two years and classes are usually held on TAFE campuses, generally during school hours. Students attend classes under the same course and exam conditions set for all other TAFE students.

Proposed courses at Moruya TAFE for Narooma High School students:

TAFE Delivered Industry Framework Courses

Automotive – Develop skills and learn to use tools used in the Automotive industry.

Business Services - Office Administration - Learn about the office clerical and administration area in routine and non-routine procedures in office technology.

Information Technology - Will learn all aspects of information technology from how to install and configure a network to creating Internet web pages and multimedia.

Construction - Students who wish to gain knowledge and skills associated with building/construction.

Hospitality (Operations) - This course will allow students to gain the skill and knowledge in food and beverage commercial cookery or accommodation services depending on the modules selected. This course is also suitable for students who are undertaking a school based part-time traineeship.

Human Services and Aged Care – A course for students interested in working in aged care or health industries including nursing.

Tourism Sales & Office Operations - those interested in working in sectors of the tourism industry eg travel agencies, travel wholesaling, tour operations, tourist attractions/information.

Primary Industry - Horticulture - This course is suitable for students who are interested in developing the skills and knowledge to work in the horticulture industry such as landscaping, nursery, parks and gardens or turf (depending on the modules selected). This course is also suitable for students undertaking a school based part-time traineeship in horticulture.

Content Endorsed Courses

Animal Studies

Children's Services - Ideal for the student interested in working in Child Care Centres or Preschools or those who may be interested in further 'working with children 0–12 years study'.

Hairdressing Salon Skills - Students learn basic skills in shampooing, conditioning, colour and permanent wave. Modules are fully credited towards Certificate III – Hairdressing, for those seeking an apprenticeship.

Marine Industry - Marine Coxswain - Students seeking work as a general-purpose hand.

Retail Cosmetics – this course is for student who want to work as retail cosmetic assistants.

Note: all the courses listed above are proposed and may run if there are sufficient students interested. **To study 2 units of any of the above you will need to attend TAFE for approximately 4½ hours per week.**

Students who enrol in a TAFE delivered TVET course (joint school/TAFE) **must have access to transport to travel to Moruya or Bega campus at least once a week.** Some or all of the time at TAFE may be outside normal school hours. Some subjects may be available to students to be studied by Distance Education (OTEN). Please see Mr Kenna for more details.

4. VET the HSC and ATAR.

- School or TAFE delivered courses count as one or two units towards a student's Preliminary and/or HSC studies.
- Students who sit for a 240 hour industry framework course may sit for a written HSC exam and count the subject towards an ATAR (*subject to ATAR rules*).

■ CONTENT ENDORSED COURSES

- English Studies (a non ATAR course)
- Exploring Early Childhood
- Marine Studies
- Photography, Video and Digital Imaging
- Sport, Lifestyle and Recreation Studies
- Work Studies

■ ASSESSMENT AND REPORTING

- Preliminary course material forms a basis for HSC courses in Year 11.
- The study of a Preliminary course is a prerequisite for study of the HSC.
- Preliminary course grades are based on school assessments and are provided to the NESA to form part of your ROSA.
- The HSC reports will provide you with more detailed descriptions of the knowledge, skills and understanding you have attained in each subject.
- Teachers are provided with a syllabus package for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale.
- The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.
- School-based assessment tasks will contribute approximately 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.
- The other 50% will come from the HSC examination.
- Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance Bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The Band from 90–100 will correspond to the highest level of achievement.
- On satisfactory completion of your HSC you will receive a portfolio containing:
 - The HSC Testamur
(The official certificate confirming your achievement of all requirements for the award.)
 - The Record of School Achievement (ROSA)
(This document lists the courses you have studied and reports the marks and Bands you have achieved.)
 - Course Reports
For every HSC Board Developed Course you will receive a Course Report showing your marks, the Performance Scale and the Band descriptions for that course. A graph showing the state-wide distribution of marks in the course is also shown.

**Board
Developed
Courses
for
2018 - 2019**

Course: Agriculture			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: Nil			
Course Description: The preliminary course shows the relationship between agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course. The HSC course builds upon the preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place of the farm in the wider economic, environmental and social environment. The farm/product study is used as a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Overview of Australian Agriculture (15%) • The Farm Case Study (25%) • Plant Production (30%) • Animal Production (30%) 			
HSC Course			
Core Topics (80%)			
<ul style="list-style-type: none"> • Plant/Animal Production (50%) • Farm/Product Study (30%) • Optional Components (20%) 			
1 Electives (20% each)		OR	Research Project (20%)
<ul style="list-style-type: none"> • Climate challenge • Farming for the 21st century • Agri-food, Fibre and Fuel Technologies 			<ul style="list-style-type: none"> • Components include both a project report and process journal
Particular Course Requirements: Practical experiences should occupy a minimum of 30% of both preliminary and HSC course time. If the research project option is undertaken, a project report and process journal must be submitted to the Board of Studies.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Farm/Product Study	30
		Plant/Animal Production	50
		1 Elective	20
	100		100

A financial contribution, specific to this subject, of approximately \$12 to cover materials consumed will apply.

Course: Ancient History		
2 units for each of Preliminary and HSC Board Developed Course		
Exclusions: Nil		
Course Description: The study of Ancient History in Stage 6 enables students to: <ul style="list-style-type: none"> • develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world • develop a lifelong interest in the study of history • prepare for active and informed citizenship in the contemporary world. 		
Main Topics Covered:		
Year 11 Course The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Through the use of archaeological and written sources, students investigate various aspects of the ancient world, including historical sites, people, societies, events and developments. The course comprises three sections. Students are required to study all three sections of the course.		
Year 11 course (120 hours)	Ancient History	Indicative hours
	Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case studies <i>Each case study should be a minimum of 10 indicative hours</i>	60
	Features of Ancient Societies	40
	Historical Investigation	20
Studies undertaken in the Year 11 course should be selected from a range of societies.		
Historical concepts and skills The Historical concepts and skills content is to be integrated throughout the course. The various studies and 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.		
Year 12 Course The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past. The course comprises four sections. Students are required to study all four sections of the course.		
Year 12 course (120 hours)	Ancient History course comprises of:	Indicative hours
	Core Study: Cities of Vesuvius – Pompeii and Herculaneum	30
	One ‘Ancient Societies’ topic	30
	One ‘Personalities in their Times’ topic	30
One ‘Historical Periods’ topic	30	
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		
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. 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: <ul style="list-style-type: none"> • Survey (a maximum of 3 hours) • Focus of study (a minimum of 27 hours) 		

Assessment specifications follow on next page...

Course: Ancient History continued...		
Assessment:		
Year 11 & 12 Courses Internal Assessment	Weighting %	
Knowledge and understanding of course content	40	The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • Three assessment tasks • The minimum weighting for an individual task is 20% • The maximum weighting for an individual task is 40% • One task may be a formal written examination • One task must be an Historical Analysis with a weighting of 20-30%.
Historical skills in the analysis and evaluation of sources and interpretations	20	
Historical inquiry and research	20	The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • A maximum of four assessment tasks • 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 with a maximum weighting of 30% • One task must be an Historical Analysis with a weighting of 20-30%.
Communication of historical understanding in appropriate forms	20	
Total:	100	
Year 12 HSC Examination Specifications		
<p>The external HSC examination measures student achievement in a range of syllabus outcomes.</p> <p>The external examination and its marking relate to the syllabus by:</p> <ul style="list-style-type: none"> • Providing clear links to syllabus outcomes • Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions • Applying marking guidelines based on criteria that relate to the quality of the response • Aligning performance in the examination each year to the standards established for the course. <p>Examinations specifications for Ancient History will be available in Term 3 2017.</p>		

Course: Biology		
2 units for each of Preliminary and HSC Board Developed Course		
<p>Course Description: The <i>Biology Stage 6 Syllabus</i> 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.</p> <p>Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.</p> <p>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.</p> <p>The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.</p>		
Main Topics Covered:		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Module 1: Cells as the Basis of Life • Module 2: Organisation of Living Things • Module 3: Biological Diversity • Module 4: Ecosystem Dynamics • Depth Studies: 15 hours in Modules 1-4 <p>HSC Course</p> <ul style="list-style-type: none"> • Module 5: Heredity • Module 6: Genetic Change • Module 7: Infectious Disease • Module 8: Non-infectious Disease and Disorders • Depth Studies: 15 hours in Modules 5–8 		
<p>Particular Course Requirements: Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time. The preliminary course includes at least one fieldwork exercise. Depth studies must occupy 15 hours in each of the preliminary and HSC course.</p>		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
Examination specifications for Biology will be available in Term 3 2017.	Knowledge and understanding	40
	Skills in working scientifically	60
		100

Course: Business Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Business activity is a feature of everyone’s life. The Business Studies encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses.</p> <p>Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Nature of business (20%) – the role and nature of business • Business management (40%) – the nature and responsibilities of management • Business planning (40%) – establishing and planning a small to medium enterprise. 			
HSC Course			
<ul style="list-style-type: none"> • Operations (25%) – strategies for effective operations management • Marketing (25%) – development and implementation of successful marketing strategies • Finance (25%) – financial information in the planning and management of business • Human resources (25%) – human resource management and business performance. 			
Assessment : HSC course only			
External examination	Mark	Internal assessment	Weighting
<i>Section I</i> Objective response questions	20	Knowledge and understanding of course content	40
<i>Section II</i> Short-answer questions	40	Stimulus-based skills	20
<i>Section III</i> Candidates answer one extended response question in the form of a business report	20	Inquiry and research	20
<i>Section IV</i> Candidates answer one extended response question	20	Communication of business information, ideas and issues in appropriate forms	20
	100		100

Course: Chemistry		
2 units for each of Preliminary and HSC Board Developed Course		
<p>Course Description: The <i>Chemistry Stage 6 Syllabus</i> explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</p> <p>The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.</p> <p>Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.</p> <p>The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.</p>		
Main Topics Covered:		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Module 1: Properties and Structure of Matter • Module 2: Introduction to Quantitative Chemistry • Module 3: Reactive Chemistry • Module 4: Drivers of Reactions • Depth Studies: 15 hours in Modules 1-4 <p>HSC Course</p> <ul style="list-style-type: none"> • Module 5: Equilibrium and Acid Reactions • Module 6: Acid/base Reactions • Module 7: Organic Chemistry • Module 8: Applying Chemical ideas • Depth Studies: 15 hours in Modules 5-8 		
<p>Particular Course Requirements: Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time. Depth studies must occupy 15 hours in each of the preliminary and HSC course.</p>		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
Examination specifications for Chemistry will be available in Term 3 2017	Knowledge and understanding	40
	Skills in working scientifically	60
		100

Course: Community and Family Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Two Unit Community and Family Studies (CAFS) is a course that aims to develop an ability to manage resources and the skills needed to take action to support individuals, groups, families and communities in modern Australian society. Through involvement in the subject, students develop an understanding and appreciation of the complexity of human interactions and the range of influences that impact upon responsible decision making. CAFS is an interdisciplinary course drawing upon selected components of family studies, sociology and psychology. There is also a strong focus on communication and research skills with students in HSC being required to complete an individual research project (IRP). CAFS encourages students to become proactive individuals within society who have the knowledge and skills to adapt to a range of roles and responsibilities.</p> <p>This subject is suited to those students in Years 11 and 12 who have an interest in a range of issues relating to the interactions of individuals and groups in society. Students who take this course may be considering pursuing further education in the areas of sociology, psychology, resource management, education and childcare or careers in social work or research related fields.</p>			
<p>Main Topics Covered: Preliminary Course Resource Management (20%) Individuals and Groups (40%) Families and Communities (40%)</p> <p>HSC Course Research Methodology (25%) Groups in Context (25%) Parenting and Caring (25%)</p> <p>HSC Option Modules - Select one of the following (25%): Family and Societal Interactions Social Impact of Technology Individuals and Work</p>			
<p>Particular Course Requirements: Students are required to complete an Independent Research Project as part of the HSC internal assessment. The focus of the independent research project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>			
Assessment: HSC course only			
External Examination	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Core	75
		Options	25
	100		100

Course: Drama			
2 units for each of Preliminary and HSC Board Developed Course			
Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject			
Course Description: Students study the practices of making, performing and critically studying in Drama. Students engage with these components through collaborative and individual experiences. Preliminary Course content comprises an interaction between the components of improvisation, playbuilding and acting, elements of production in performance and theatrical traditions and performance styles. Learning comes from practical and theoretical experiences in each of these areas. HSC Course content Australian Drama and Theatre, and studies in Drama and Theatre involve the theoretical study and practical exploration of themes, issues, styles and movements of traditions of theatre, exploring relevant acting techniques, performance styles and spaces. The Group Performance (3-6 students) involves creating a piece of original theatre (8 to 12 minutes duration). It provides opportunity for each student to demonstrate his or her performance skills. For the Individual Project , students demonstrate their expertise in a particular area. They choose one project from critical analysis or design or performance or script-writing or video drama.			
Main Topics Covered: Preliminary Course Improvisation, Playbuilding, Acting Elements of Production in Performance Theatrical Traditions and Performance Styles HSC Course Australian Drama and Theatre (Core content) Studies in Drama and Theatre Group Performance (Core content) Individual Project			
Particular Course Requirements: The Preliminary course informs learning in the HSC course. In the study of theoretical components, students engage in practical workshop activities and performances to assist their understanding, analysis and synthesis of material covered in areas of study. In preparing for the group performance, the published 'Course Prescriptions' include a topic list which is used as a starting point. The individual project is negotiated between the student and the teacher at the beginning of the HSC course. Students choosing individual project design or critical analysis should base their work on one of the texts listed in the published text list. This list changes every two years. Students must ensure that they do not choose a text or topic they are studying in drama in the written component or in any other HSC course when choosing individual projects.			
Assessment HSC course only:			
External Assessment	Weighting	Internal Assessment	Weighting
Group Presentation (Core)	30	Australian Drama and Theatre	30
Individual Project	30	Studies in Drama and Theatre	30
A one and a half hour written Examination comprising two compulsory sections:	40	Development of Group Performance	20
<ul style="list-style-type: none"> • Australian Drama and Theatre (Core) • Studies in Drama and Theatre 		Development of Individual Project	20
	100		100

A financial contribution, specific to this subject, of approximately \$15 to cover materials consumed will apply.

Course: Earth and Environmental Science		
2 units for each of Preliminary and HSC Board Developed Course		
<p>Course Description: The <i>Earth and Environmental Science Stage 6 Syllabus</i> 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.</p> <p>The course uses the Working Scientifically skills to develop knowledge through the application of those skills. Students engage with inquiry questions to explore knowledge of the Earth. They also undertake practical and secondary-sourced investigations to acquire a deeper understanding of the Earth's features and naturally occurring phenomena and cycles. Fieldwork is an integral part of these investigation processes.</p> <p>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.</p> <p>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.</p>		
Main Topics Covered:		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Module 1: Earth's Resources • Module 2: Plate Tectonics • Module 3: Energy Transformations • Module 4: Human Impacts • Depth Studies: 15 hours in Modules 1-4 <p>HSC Course</p> <ul style="list-style-type: none"> • Module 5: Earth's Processes • Module 6: Hazards • Module 7: Climate Science • Module 8: Resource Management • Depth Studies: 15 hours in Modules 5-8 		
<p>Particular Course Requirements: Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time. One fieldwork exercise must be included in both Year 11 and Year 12. Depth studies must occupy 15 hours in each of the preliminary and HSC course.</p>		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
Examination specifications for Earth and Environmental Science will be available in Term 3 2017.	Knowledge and understanding	40
	Skills in working scientifically	60
		100

Course: English Standard		
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions:	English (Advanced); English (ESL); English (Extension).
Course Description: 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.		
Main Topics Covered:		
Year 11 course (120 hours)	English Standard	Indicative hours
	Common module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
Text requirements	<p>There are no prescribed texts for Year 11</p> <p>Students are required to study ONE complex multimodal or digital text in Module A. (This may include the study of film).</p> <p>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.</p> <p>Students must study a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</p> <p>The Year 11 course requires students to support the study of texts with their own wide reading.</p>	
Year 12 course (120 hours)	English Standard	Indicative hours
	Common module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	<p>Students are required to closely study three types of prescribed texts, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> • prose fiction • poetry OR drama • film OR media OR nonfiction <p>The selection of texts for Module C: The Craft of Writing does not contribute to the required pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the Common module: Texts and Human Experiences.</p>	
Particular Course Requirements		
<p>Year 11 students are required to:</p> <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A and B 	<p>Across Stage 6 the selection of texts must give students experience of the following:</p> <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. • Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • Texts with a wide range of cultural, social and gender perspectives • Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 	
<p>Year 12 students are required to:</p> <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite. • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A, B and C over the course of the year. 		
Continued next page...		

Course: English Standard continued...		
Assessment:		
Year 11 & 12 Internal Assessment		
Component	Weighting %	The Year 11 formal school-based assessment program is to reflect the following requirements:
Knowledge and understanding of course content	50	<ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • one task may be a formal written examination • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	<p>The Year 12 formal school based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> • a maximum of four assessment tasks • 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 with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
Total	100	<ul style="list-style-type: none"> • assessment of the Common Module must integrate student selected related material.
Year 12 HSC External Examination Specifications		
<p>The External Assessment HSC Examination specifications are currently in a draft stage, awaiting feedback from teachers and schools. Students will be advised when NESAs have finalised the specifications for 2019. The two options proposed are:</p> <p>Proposal 1</p> <ul style="list-style-type: none"> • A two paper structure is retained • A combined examination length of 3 hours and 30 minutes is proposed to reflect the new course structure of the common module that replaces the Area of Study. <p style="text-align: center;">OR</p> <p>Proposal 2</p> <ul style="list-style-type: none"> • A 3 hour examination length is proposed to reflect the new course structure of the common module that replaces the Area of Study. • The one paper structure is consistent with other 2 Unit courses. • This provides students approximately 50 minutes to complete each Module response. • This proposal recognises that Module C is assessed in the mandatory school-based assessment task. <p style="text-align: center;"><i>An updated outline will be provided when finalised examination specifications are released.</i></p>		

Course: English Advanced		
2 units for each of Year 11 and Year 12 Board Developed Course	Exclusions:	English (Standard); Fundamentals of English; English (ESL); Mass Media Studies
Course Description: 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 in order to develop their academic achievement through understanding the nature and function of complex texts.		
Main Topics Covered:		
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 12 course (120 hours)	English Advanced	Indicative hours
	Common module – Texts and Human Experiences	30
	Module A: Textual Conversations	30
	Module B: Critical Study of Literature	30
	Module C: The Craft of Writing Optional: This module may be studied concurrently with the common module and/or Modules A and B	30
Text requirements	Students are required to closely study four prescribed texts, one drawn from each of the following categories: <ul style="list-style-type: none"> • Shakespearean drama • Prose fiction • Poetry OR drama The remaining text may be film, media or nonfiction text or may be selected from one of the categories above. The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course. Students must study ONE related text in the common module: Text and Human Experiences.	
Particular Course Requirements		
Year 11 students are required to: <ul style="list-style-type: none"> • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A and B 	Across Stage 6 the selection of texts must give students experience of the following: <ul style="list-style-type: none"> • a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts. • Texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia • A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples • Texts with a wide range of cultural, social and gender perspectives • Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate. 	
Year 12 students are required to: <ul style="list-style-type: none"> • complete the Year 11 course as a prerequisite. • complete 120 indicative hours • complete the common module as the first unit of work • complete Modules A, B and C over the course. 		
Continued next page...		

Course: English Advanced continued...		
Assessment:		
Year 11 & 12 Internal Assessment		
Component	Weighting %	The Year 11 formal school-based assessment program is to reflect the following requirements:
Knowledge and understanding of course content	50	<ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual formal task is 20% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	<p>The Year 12 formal school based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none"> • a maximum of four assessment tasks • the minimum weighting for an individual formal task is 10% • the maximum weighting for an individual formal task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must focus on Module C – The Craft of Writing with a minimum weighting of 25% • one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
Total	100	<ul style="list-style-type: none"> • assessment of the Common Module must integrate student selected related material.
Year 12 HSC External Examination Specifications		
<p>The External Assessment HSC Examination specifications are currently in a draft stage, awaiting feedback from teachers and schools. Students will be advised when NESAs have finalised the specifications for 2019. The two options proposed are:</p> <p>Proposal 1</p> <ul style="list-style-type: none"> • A two paper structure is retained • A combined examination length of 3 hours and 30 minutes is proposed to reflect the new course structure of the common module that replaces the Area of Study. <p style="text-align: center;">OR</p> <p>Proposal 2</p> <ul style="list-style-type: none"> • A 3 hour examination length is proposed to reflect the new course structure of the common module that replaces the Area of Study. • The one paper structure is consistent with other 2 Unit courses. • This provides students approximately 50 minutes to complete each Module response. • This proposal recognises that Module C is assessed in the mandatory school-based assessment task. <p style="text-align: center;"><i>An updated outline will be provided when finalised examination specifications are released.</i></p>		

Course: Year 11 English Extension, Year 12 English Extension 1, Year 12 English Extension 2		
1 unit of study for each of Year 11 and Year 12		
Prerequisites: (a) English (Advanced) Course (b) Year 11 English Extension Course is prerequisite for Extension Course 1 (c) Extension Course 1 is prerequisite for Extension Course 2		
Exclusions: English (Standard); Fundamentals of English; English (ESL)		
Course Description: 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.		
Main Topics Covered:		
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.	
Year 12 course (60 hours)	English Extension 1	Indicative hours
	Common module – Literary Worlds with ONE elective option	60
Text requirements	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.	
Year 12 course (60 hours)	English Extension 2	Indicative hours
	The Composition Process	60
	Major Work	
	Reflection Statement	
The Major Work Journal		
Text requirements	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement	
Particular Course Requirements		
Year 11 English Extension 1 students are required to:		Across Stage 6 the selection of texts should give students experience of the following as appropriate:
<ul style="list-style-type: none"> complete 60 indicative hours undertake the common module undertake the related independent research project. 		
Year 12 English Extension 1 students are required to:		
<ul style="list-style-type: none"> complete the Year 11 English Extension course as a prerequisite complete 60 indicative hours undertake ONE elective option from the common module 		
Year 12 English Extension 2 students are required to:		<ul style="list-style-type: none"> texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia A range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.
<ul style="list-style-type: none"> be undertaking study of the Year 12 English Extension 1 course complete 60 indicative hours complete a Major Work and Reflection Statement document coursework in a Major Work Journal 		
The selection of texts will depend on the Major Work form and will be appropriate to the purpose, audience and context of the composition.		
Continued next page...		

Course: Year 11 English Extension, Year 12 English Extension 1, Year 12 English Extension 2 continued...		
Assessment:		
Year 11 & 12 English Extension 1 Internal Assessment		
Component	Weighting %	The Year 11 English Extension 1 formal school-based assessment program is to reflect the following requirements:
Knowledge and understanding of complex texts and of how and why they are valued	50	<ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • one task may be a formal written examination • one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%
Skills in complex analysis, sustained composition and independent investigation	50	The Year 12 English Extension 1 formal school based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • one task may be a formal written examination with a maximum weighting of 30% • one task must be a creative response with a maximum weighting of 40% • at least one task must integrate student selected related material.
Total:	100	
Year 12 English Extension 2 Internal Assessment		
Component	Weighting %	The Year 12 English Extension 2 formal school based assessment program is to reflect the following requirements:
Skills in extensive independent research	50	<ul style="list-style-type: none"> • assessment will be based on the process of composing the Major Work • three assessment tasks <ul style="list-style-type: none"> ▪ a Viva Voce with a weighting of 30% ▪ a Literature Review with a weighting of 40% ▪ a Critique of the Creative Process with a weighting of 30%
Skills in sustained composition	50	
Total:	100	
Year 12 HSC External Examination Specifications		
<p>The External Assessment HSC Examination specifications are currently in a draft stage, awaiting feedback from teachers and schools. Students will be advised when NESAs have finalised the specifications for 2019.</p> <p><i>The current draft is as follows:</i></p> <p>Extension 1 Course The examination will consist of a written paper worth 50 marks. The time allowed is 2 hours plus 5 minutes reading time. This paper will consist of two sections: Section I – Common Module Section II – Elective</p> <p>Extension 2 Course The examination will consist of a Major Work worth 40 marks and a Reflection Statement (maximum 1500 words) worth 10 marks.</p>		

Course: Food Technology			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description: Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Food Availability and Selection (30%) • Food Quality (40%) • Nutrition (30%) 			
HSC Course			
<ul style="list-style-type: none"> • The Australian Food Industry (25%) • Food Manufacture (25%) • Food Product Development (25%) • Contemporary Nutrition Issues (25%) 			
Particular Course Requirements:			
There is no prerequisite study for the 2 unit preliminary course. Completion of the 2 unit preliminary course is a prerequisite to the study of the 2 unit HSC course.			
In order to meet the course requirements, students must 'learn about' food availability and selection, food quality, nutrition, the Australian food industry, food manufacture, food product development and contemporary nutrition issues.			
It is mandatory that students undertake practical activities. Such experiential learning activities are specified in the 'learn to' section of each strand.			
Assessment: HSC course only			
External Examination	Mark	Internal Assessment	Weighting
<i>Section I</i> Objective response questions (20 multiple choice)	20	Knowledge and understanding about the Australian food industry, food manufacture, food product development and contemporary food issues (either nutrition or marketplace)	20
<i>Section II</i> Short-answer questions	50	Research, analyses and communication	30
<i>Section III</i> Candidates answer the question which contains short-answer parts to the value of 15 marks.	15	Experimentation and preparation	30
		Design, implementation and evaluation	20
<i>Section IV</i> Candidates answer the extended response question worth 15 marks.	15		100
	100		

NB – It is not necessary to have studied food technology in years 9 and 10.

A financial contribution, specific to this subject, of approximately \$25 per term to cover ingredients and consumables will apply

Course: Geography			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description:			
<ul style="list-style-type: none"> • Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. • Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. • Geography is a life long interest exploring why the world's people and their environments are so varied. • Why study Geography? <ol style="list-style-type: none"> 1. It provides knowledge of the earth that helps people plan and make decisions about spatial dimensions. 2. It allows a deeper understanding of life on our planet. 3. It prepares students to be well informed citizens in a changing world. 4. It develops skills and knowledge that are transferable to the world of work. • The Geography course emphasises investigation and communication using geographical skills and tools. These skills have already been introduced in Stage 5 Geography and may form a valuable foundation for a range of courses at University or other tertiary studies. • A study of Geography is useful in most careers but particularly in Environmental Management, Environmental Planning, Engineering, Natural Resource Management, Business and Tourism. 			
Main Topics Covered:			
Preliminary Course			
Biophysical Interactions (45%) – how biophysical processes contribute to sustainable management.			
Global Challenges (45%) – geographical study of issues at a global scale.			
Senior Geography Project (10%) – a geographical study of student's own choosing.			
HSC Course			
Ecosystems at Risk (33%) – the functioning of ecosystems, their management and protection.			
Urban Places (33%) – study of cities and urban dynamics.			
People and Economic Activity (33%) – geographic study of economic activity at a local and global context (e.g. Tourism, retail, farming).			
Key concepts incorporated across all topics: change, environment, sustainability, spatial and ecological dimensions, interaction, technology, management and cultural integration.			
Particular Course Requirements:			
Students complete a Senior Geography Project (SGP) in the preliminary course and must undertake 10 hours of fieldwork in both the preliminary and HSC courses. Students will be required to submit both oral and written geographic reports.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination:		Knowledge and understanding of course content	40
Multiple choice	20	Geographical tools and skills	20
Short answers	40	Geographical inquiry and research, including fieldwork	20
Extended responses	40	Communication of geographical information, ideas and issues in appropriate forms	20
	100		100

Course: Industrial Technology – Multimedia			
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Other strands of Industrial Technology			
Course Description: Industrial Technology – Multimedia: Stage 6 consists of project work and an industry study that develop a broad range of skills and knowledge related to the Multimedia Industries. Students are required to produce a major Multimedia project in their HSC year and document the design and management of the project. Each individual is responsible for the purchase and delivery of the necessary materials for their project. This expense may be overcome by using recycled materials or applying for the Quota Club Fine and Applied Arts Scholarship.			
Main Topics Covered: Preliminary Course The following sections are taught in relation to Multimedia : <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety • Design and Management – designing, drawing, computer applications, project management • Workplace Communication – literacy, calculations, graphics • Industry Specific Content and Production HSC Course The following sections are taught in relation to the Multimedia Industries through the development of a Major Project and a study of the industry: <ul style="list-style-type: none"> • Industry Study • Design and Management • Workplace Communication • Industry Specific Content and Production 			
Particular Course Requirements: In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40	Industry Study	20
		Designing, planning and management	20
Major Project and related management folio	60	Workplace communication	10
		Industry specific content	50
	100		100

A financial contribution, specific to this subject, of approximately \$20 to cover materials consumed will apply.

Course: Industrial Technology – Timber			
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Some Industry Focus areas with similar VET Curriculum Framework streams and Content Endorsed Courses			
Course Description: Industrial Technology – Timber Products and Furniture Industries : Stage 6 consists of project work and an industry study that develop a broad range of skills and knowledge related to the Timber and Furniture Industries. Students are required to produce a major woodwork project in their HSC year and document the design and management of the project. Each individual is responsible for the purchase and delivery of the necessary materials for their project. This expense may be overcome by using recycled materials or applying for the Quota Club Fine and Applied Arts Scholarship.			
Main Topics Covered: Preliminary Course The following sections are taught in relation to Timber Products and Furniture Industries: <ul style="list-style-type: none"> • Industry Study – structural, technical, environmental and sociological, personnel, Occupational Health and Safety • Design and Management – designing, drawing, computer applications, project management • Workplace Communication – literacy, calculations, graphics • Industry Specific Content and Production HSC Course The following sections are taught in relation to the Timber Products and Furniture Industries through the development of a Major Project and a study of the industry: <ul style="list-style-type: none"> • Industry Study • Design and Management • Workplace Communication • Industry Specific Content and Production 			
Particular Course Requirements: In the Preliminary course, students must design, develop and construct a number of projects (at least one group project). Each project must include a management folio. Students also undertake the study of an individual business within the industry. In the HSC course, students must design, develop and construct a major project with a management folio. They also undertake a study of the overall industry related to the specific focus area.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A one and a half hour written examination	40	Industry Study Designing, planning and management	20 20
Major Project and related management folio	60	Workplace communication Industry specific content	10 50
	100		100

A financial contribution, specific to this subject, of approximately \$40 to cover materials consumed will apply.

Course: Investigating Science		
2 units for each of Preliminary and HSC Board Developed Course		
<p>Course Description: The <i>Investigating Science Stage 6 Syllabus</i> is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.</p> <p>The 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.</p> <p>The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.</p> <p>Investigating Science encourages the development of a range of capabilities and capacities that enhance a student’s ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students’ ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.</p>		
<p>Main Topics Covered:</p> <p>Preliminary Course</p> <ul style="list-style-type: none"> • Module 1: Cause and Effect – Observing • Module 2: Cause and Effect – Inferences and Generalisations • Module 3: Scientific Models • Module 4: Theories and Laws • Depth Studies: 30 hours in Modules 1-4 <p>HSC Course</p> <ul style="list-style-type: none"> • Module 5: Scientific Investigations • Module 6: Technologies • Module 7: Fact or Fallacy? • Module 8: Science and Society • Depth Studies: 30 hours in Modules 5-8 		
<p>Particular Course Requirements: Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time. Depth studies must occupy 15 hours in each of the preliminary and HSC course.</p>		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
Examination specifications for Investigating Science will be available in Term 3 2017.	Knowledge and understanding	40
	Skills in working scientifically	60
		100

Course: Legal Studies			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Legal Studies is designed to develop students' knowledge and understanding of the role of law and legal institutions in society. There is a review of selected legal rules, institutions and processes at the domestic and international level with an aim to demystify terminology. Focus is on change, effectiveness, dispute resolution and justice. Legal Studies has a significant impact on students' confidence in approaching and accessing the legal system and providing them with a better appreciation of the relationship between social and legal structures in society. It allows for active participation as citizens by encouraging diverse opinions, open rational debate, respect for persons, equality before the law and involvement in democratic processes and structures.</p>			
Main Topics Covered:			
Preliminary Course			
• The Legal System	(40% of course time)		
• The Individual and the Law	(30% of course time)		
• The Law in Practice	(30% of course time)		
HSC Course			
• Core Part I: Crime	(30% of course time)		
• Core Part II: Human Rights	(20% of course time)		
• Part III: Options	(25% of course time each)		
The two options studied are selected from:			
Environmental Law			
Family Law			
World Order (international relations)			
Particular Course Requirements: No special requirements			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Section I: Core Crime and Human Rights Objective response questions	20	Knowledge and Understanding	60
SECTION II: Core Part A Human Rights Short-answer questions	15	Research	20
Part B Crime One extended response question	15		
Section III: Options Two extended response questions, each from a different Option	50	Communication	20
	100		100

Course: Mathematics Standard

2 units for each of Preliminary and HSC

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

Satisfactory completion of the Preliminary Mathematics Standard course may be followed by study of either the HSC Mathematics Standard 2 course or the HSC Mathematics Standard 1 course. (Note: The HSC Mathematics Standard 2 and HSC Mathematics Standard 1 are both Board Developed courses. The HSC Mathematics Standard 2 course is examined at the HSC while the HSC Mathematics Standard 1 course has an optional HSC examination.)

Course Aim:

The Preliminary Mathematics Standard course, the HSC Mathematics Standard 2 course and the HSC Mathematics Standard 1 courses are designed to promote the development of knowledge, skills and understanding in areas of mathematics that have direct application to the broad range of human activity, including a range of post-school pathways requiring a variety of mathematical and statistical techniques. Students will learn to use a range of techniques and tools, including relevant technologies, in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations. The HSC Mathematics Standard 2 course provides a strong foundation for a broad range of vocational pathways, as well as for a range of university courses. The HSC Mathematics Standard 1 course provides an appropriate foundation for a range of such vocational pathways, either in the workforce or in further training.

Course Content**Preliminary Mathematics Standard Course Content**

Topics	Sub Topics	
Algebra	Formulae and Equations	Linear Relationships
Measurement	Applications of Measurement	Working with Time
Financial Mathematics	Money Matters	
Statistical Analysis	Data Analysis	Relative Frequency and Probability

HSC Mathematics Standard 1 Course Content

Topics	Sub Topics		
Algebra	Types of Relationships		
Measurement	Right-angled Triangles	Rates	Scale Drawings
Financial Mathematics	Investment	Depreciation and loans	
Statistical Analysis	Further Statistical Analysis		
Networks	Networks and Paths		

HSC Mathematics Standard 2 Course Content

Topics	Sub Topics	
Algebra	Types of Relationships	
Measurement	Non-right-angled Trigonometry	Rates and Ratios
Financial Mathematics	Investments and Loans	Annuities
Statistical Analysis	Bivariate Data Analysis	The Normal Distribution
Networks	Network Concepts	Critical Path Analysis

Assessment and Reporting:

Advice related to assessment for the Mathematics Standard courses is available on the Board of Studies website at: www.boardofstudies.nsw.edu.au/syllabus_hsc

Course: Mathematics Advanced	
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: Stage 5.3 Mathematics.	
Course Description: The course is intended to give students who have demonstrated a high level of competence in the skills of Stage 5.3 Mathematics an understanding of and competence in some further aspects of mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science, engineering and commerce. The course is a sufficient basis for further studies in mathematics at tertiary level in support of courses such as the life sciences, engineering or commerce.	
Main Topics Covered:	
Preliminary Course <ul style="list-style-type: none"> • Basic arithmetic and algebra • Real functions • Trigonometric ratios • Linear functions • The quadratic polynomial and the parabola • Plane geometry • Tangent to a curve and derivative of a function 	HSC Course <ul style="list-style-type: none"> • Coordinate methods in geometry • Applications of geometrical properties • Geometrical applications of differentiation • Integration • Logarithmic and exponential functions • Applications of calculus to the physical world • Probability • Sequences and series applications • Trigonometric functions
<i>Note: Some variation to the presentation times of topics may occur due to the composition of classes.</i>	
External Assessment	Internal Assessment
<p>A single written examination paper of three hours duration, consisting of 10 multiple choice questions and 6 questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the preliminary course. Questions from the preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (80%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (20%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.</p> <p>Once the assessment of the HSC course has commenced, some preliminary course work can be included in assessment tasks for Mathematics. No more than 20% of the assessment is to be based on the preliminary course.</p>

Course: Mathematics Extension 1	
1 unit in each of Preliminary and HSC Board Developed Course	
Prerequisites: The course is constructed on the assumption that students have achieved the outcomes in the Stage 5.3 Mathematics course for the School Certificate.	
Co-requisite: Mathematics Advanced	
Exclusions: Mathematics Standard	
Course Description: The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5.3 Mathematics and who are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.	
Main Topics Covered: Preliminary Course <ul style="list-style-type: none"> • Other inequalities • Circle geometry • Further trigonometry • Angles between two lines • Internal and external division of lines into given ratios • Parametric representation • Permutations and combinations • Polynomials • Harder applications of the Preliminary Mathematics course 	HSC Course <ul style="list-style-type: none"> • Methods of integration • Primitive of $\sin^2 x$ and $\cos^2 x$ • Equation $\frac{dN}{dt} = k(N - P)$ • Velocity and acceleration as a function of x • Projectile motion • Simple harmonic motion • Inverse functions and inverse trigonometric functions • Induction • Binomial theorem • Further probability • Iterative methods for numerical estimation of the roots of a polynomial equation
Note: Some variation to the presentation times of topics may occur due to the composition of classes.	
External Assessment	Internal Assessment
<p>Two written examination papers. One paper is identical to the paper of three hours duration for the Mathematics course. The other paper, of two hours duration, is based on the Mathematics Extension 1 course and consists of 10 multiple choice questions and 4 questions of equal value.</p> <p>No more than the equivalent of two questions will be based on the preliminary course. Questions from the preliminary course will be short and represent a minor part of a total question. Marks can be awarded for demonstration of knowledge and skills from the preliminary course (or earlier) when required for questions on the HSC course. That is, questions based on the preliminary course can be asked when they lead in to questions based on topics from the HSC course. Marks from these lead-in questions will not be counted in the two-question allowance from the preliminary course.</p> <p>Board-approved calculators, geometrical instruments and approved geometrical templates may be used.</p>	<p>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (70%) is primarily concerned with the student's knowledge, understanding and skills developed in each Content Area listed in the syllabus. Component B (30%) is primarily concerned with the student's reasoning, interpretative, explanatory and communicative abilities. A number of tasks will be used to determine a student's school-based assessment and any one task may contribute to measuring attainment of both components.</p> <p>School assessment for the Mathematics Extension 1 course can be based on the whole of the course (Preliminary and HSC courses). Assessment for this course should not begin until the school program of HSC assessments for other subjects begins (this is usually no earlier than term 4 of Year 11).</p>

Course: Modern History		
2 units for each of Preliminary and HSC Board Developed Course		
Exclusions: Nil		
Course Description: The study of Modern History in Stage 6 enables students to: <ul style="list-style-type: none"> • develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world • develop a lifelong interest in the study of history • prepare for active and informed citizenship in the contemporary world. 		
Main Topics Covered:		
Year 11 Course 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.		
Year 11 course (120 hours)	Modern History	Indicative hours
	Investigating Modern History <ul style="list-style-type: none"> • The Nature of Modern History • Case studies <i>Each case study should be a minimum of 10 indicative hours</i>	60
	Historical Investigation	20
	The Shaping of the Modern World	40
Historical concepts and skills The Historical concepts and skills content is to be integrated throughout the course. The various studies and 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.		
Year 12 Course 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. The course comprises four sections. Students are required to study all four sections of the course.		
Year 12 course (120 hours)	Modern History course comprises of:	Indicative hours
	Core Study: Power and Authority in the Modern World 1919-1946	30
	One 'National Studies' topic	30
	One 'Peace and Conflict' topic	30
	One 'Change in the Modern World' topic	30
Students are required to study at least ONE non-European/Western topic, selected from the following list:		
	Non-European/Western topics	
Core Study: Power and Authority in the Modern World 1919-1946		
National Studies	China 1927 – 1949, India 1942 – 1984, Indonesia 1945 – 2005, Japan 1904 – 1937, Iran 1945 – 1989	
Peace and Conflict	Conflict in Indochina 1954 – 1979 Conflict in the Pacific 1937 – 1951 Conflict in the Gulf 1980 – 2011 The Arab-Israeli Conflict 1948 – 1996	
Change in the Modern World	Pro-democracy Movement in Burma 1945 – 2010 The Cultural Revolution to Tiananmen Square 1966 – 1989 Apartheid in South Africa 1960 – 1994	
Continued next page.....		

Course: Modern History - continued...

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.

Topics in the Year 12 course consist of two sections – ‘Survey’ and ‘Focus of study’. The following indicative 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)

Particular Course Requirements:

The Year 11 course is a prerequisite for the Year 12 course.

Assessment:

Year 11 & 12 Courses Internal Assessment	Weighting %	
Knowledge and understanding of course content	40	The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• Three assessment tasks• The minimum weighting for an individual task is 20%• The maximum weighting for an individual task is 40%• One task may be a formal written examination• One task must be an Historical Investigation with a weighting of 20-30%.
Historical skills in the analysis and evaluation of sources and interpretations	20	
Historical inquiry and research	20	The Year 12 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• A maximum of four assessment tasks• 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 with a maximum weighting of 30%• One task must be an Historical Analysis with a weighting of 20-30%.
Communication of historical understanding in appropriate forms	20	
Total:	100	

Year 12 HSC Examination Specifications

The external HSC examination measures student achievement in a range of syllabus outcomes.

The external examination and its marking relate to the syllabus by:

- Providing clear links to syllabus outcomes
- Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions
- Applying marking guidelines based on criteria that relate to the quality of the response
- Aligning performance in the examination each year to the standards established for the course.

Examinations specifications for Modern History will be available in Term 3 2017.

Course: HSC History Extension

1 unit HSC

Board Developed Course

Exclusions: Nil

Prerequisite: A preliminary Year 11 course in Ancient History or Modern History is required.

Co-requisite: A Year 12 course in Ancient History or Modern History must also be studied.

Course Description:

The study of History Extension in Stage 6 enables students to:

- evaluate the ideas and methodologies that are used by historians and others to construct and represent history
- apply what they have learned to inquire into areas of historical debate and interest critically, with independence and insight
- develop skills that support active and informed citizenship.

Course Structure and Requirements:

Year 12 course (60 hours)	History Extension course comprises of:	Indicative hours
	Constructing History <ul style="list-style-type: none">• Key Questions• Case Studies	40 (minimum)
	History Project	20 (maximum)

Constructing History – Key Questions

Four key questions provide a framework for investigating the construction of history with a focus on historiography. Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time, to the investigation of these key questions:

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

Constructing History – Case Studies

Students develop their understanding of significant historiographical ideas and methodologies by exploring ONE case study, with reference to THREE identified areas of debate and the key questions above. The case study provides for an examination of historiography within a specific historical context.

History Project

Students will undertake an individual investigative project, focusing on an area of changing historical interpretation.

Assessment:

Assessment of the components of the HSC history extension course is designed to provide a balance of assessment instruments across the total internal and external assessment program in order to ensure valid assessment of all course outcomes.

External Assessment	Internal Assessment	
The external HSC examination measures student achievement in a range of syllabus outcomes. The external examination and its marking relate to the syllabus by: <ul style="list-style-type: none">• Providing clear links to syllabus outcomes• Enabling students to demonstrate the levels of achievement outlined in the performance band descriptions• Applying marking guidelines based on criteria that relate to the quality of the response• Aligning performance in the examination each year to the standards established for the course. Examinations specifications for History Extension will be available in Term 3 2017.	Component	Weighting %
	Knowledge and understanding of significant historical ideas and processes	40
	Skills in designing, undertaking and communicating historical inquiry and analysis	60
		100

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

- Three assessment tasks
- One task may be a formal written examination with a weighting of 30%
- One task must be the History Project – Historical Process (proposal, process log, annotated sources) with a weighting of 30%
- One task must be the History Project – Essay with a weighting of 40%

Course: Music 1			
2 units for each of Preliminary and HSC Board Developed Course Prerequisites: Music mandatory course (or equivalent) Exclusions: Music 2			
Course Description: In the preliminary and HSC courses, students will study: the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.			
Main Topics Covered: Students study three topics in each year of the course. Topics are chosen from a list of 21 which cover a range of styles, periods and genres.			
Particular Course Requirements: HSC Course In addition to core studies in performance, composition, musicology and aural, students select three electives from any combination of performance, composition and musicology. These electives must represent each of the three topics studied in the course. Students selecting composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work. Compositions are graded on the strength of notated scores submitted by students as well as recorded works.			
Assessment: HSC course only			
External Assessment	Weighting (in marks)	Internal Assessment	Weighting %
Core Performance (one piece) A one hour aural exam Electives: Three electives from any combination of: Performance (one piece) Composition (one submitted composition) Musicology (one <i>viva voce</i>)	20 30 20 20 20	Core Performance Core Composition Core Musicology Core Aural Elective 1 Elective 2 Elective 3	10 10 10 25 15 15 15
	110 <i>(this is then converted to a %)</i>		100%

A financial contribution, specific to this subject, of approximately \$20 to cover materials consumed will apply.

Course: Music 2 and Music Extension			
2 units for each of Preliminary and HSC Board Developed Course – 3 Units in HSC for Music Extension.		Exclusions: Music 1	
Course Description:			
<ul style="list-style-type: none"> In the Preliminary Music 2 course, students explore the Western Art Music from 1600 – 1900 and Music of a Culture. In the HSC Music 2 course, students explore music of the last 25 years with an Australian focus, and also one other elective of their choice. 			
Main Topics Covered:			
Preliminary Course			
The course has two sections:			
<ul style="list-style-type: none"> The mandatory topic <i>Western Art Music from 1600 – 1900</i>. Through performance, composition and musicology tasks students explore music from the Baroque, Classical and Romantic periods. Music of a Culture – students explore the music of South Africa with a focus on traditional and contemporary vocal styles. 			
HSC Course			
The course has two sections:			
<ul style="list-style-type: none"> Mandatory topic <i>Music of the Last 25 Years – Australian focus</i>. Students will explore the works of several contemporary Australian composers and develop their final essay, composition and performance, program. One elective of the student’s choice from the list provided. 			
Music Extension.			
<ul style="list-style-type: none"> Students will choose to specialise in performance, musicology, or composition and follow an individual program of study designed by their teacher. 			
Particular Course Requirements:			
In the Preliminary Music 2 course students are required to:			
<ul style="list-style-type: none"> study scores, recording and other texts from the various eras; participate in a range of aural, musicology, composition and performance activities; explore the software available for music notation, composition and recording; compose and perform music in a stylistically authentic manner; critically evaluate music in terms of the concepts of music. 			
HSC Music 2 course requires:			
<ul style="list-style-type: none"> the development of the core composition portfolio and final work, musicology essay and performance; the development of the students’ elective HSC element; a wide range of other performance, aural, musicology and composition activities. 			
Music Extension			
<ul style="list-style-type: none"> An individual course of study focussing on one of the following: composition, musicology, or performance. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
Core Performance	20	Core Performance	20
Core Composition	15	Core Composition	20
Core Musicology and Aural	35	Core Musicology	20
		Core Aural	20
Elective – one only from: performance, composition or musicology	30	Elective – one only from: performance, composition or musicology	20
	100		100
Assessment: Music Extension			
External Assessment	Weighting	Internal Assessment	Weighting
Performance extension or Composition extension or Musicology extension	50	Performance Extension — TWO assessment tasks or Composition Extension — TWO assessment tasks or Musicology Extension — TWO assessment tasks	
	50		50

A financial contribution, specific to this subject, of approximately \$20 to cover materials consumed will apply.

Course: Personal Development, Health and Physical Education			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Stage 6 PDHPE is now one of the fastest growing and most popular subjects in NSW.</p> <p>The 2 unit course is an ideal subject for students interested in pursuing careers in education, psychology, resource management, sport science, Defence Forces, early childhood or Health and Medical Sciences. It will also suit students who have an interest in this subject matter and are determined in achieving a good result in their HSC and ATAR.</p> <p>The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of electives in areas such as first aid, outdoor recreation, composing and performing and fitness choices.</p> <p>In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.</p>			
<p>Main Topics Covered:</p> <p>Preliminary Course Core Topics (60%)</p> <ul style="list-style-type: none"> ● Better Health for Individuals ● The Body in Motion <p>Optional Component (40%) Students to select two options each from:</p> <ul style="list-style-type: none"> ● First Aid ● Composition and Performance ● Fitness Choices ● Outdoor Recreation 		<p>HSC Course Core Topics (60%)</p> <ul style="list-style-type: none"> ● Health Priorities in Australia ● Factors Affecting Performance <p>Optional Component (40%) Students to select two options each from:</p> <ul style="list-style-type: none"> ● The Health of Young People ● Sport & Physical Activity in Australian Society ● Sports Medicine ● Improving Performance ● Equity and Health 	
<p>Particular Course Requirements: In addition to core studies, students select two options in each of the Preliminary and HSC courses.</p>			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A three hour written examination	100	Core	60
		Options	40
	100		100

Course: Physics		
2 units for each of Preliminary and HSC Board Developed Course		
<p>Course Description: The <i>Physics Stage 6 Syllabus</i> 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.</p> <p>The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.</p> <p>Students who study physics are encouraged to use observations to develop quantitative models of real world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.</p> <p>The study of physics provides the foundation knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.</p>		
Main Topics Covered:		
<p>Preliminary Course</p> <ul style="list-style-type: none"> • Module 1: Kinematics • Module 2: Dynamics • Module 3: Waves and Thermodynamics • Module 4: Electricity and Magnetism • Depth Studies: 15 hours in Modules 1-4 <p>HSC Course</p> <ul style="list-style-type: none"> • Module 5: Advanced Mechanics • Module 6: Electromagnetism • Module 7: The Nature of Light • Module 8: From the Universe to the Atom • Depth Studies: 15 hours in Modules 5-8 		
Particular Course Requirements:		
Practical experiences should occupy a minimum of 70 indicative hours across preliminary and HSC course time. Depth studies must occupy 15 hours in each of the preliminary and HSC course.		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
Examination specifications for Physics will be available in Term 3 2017.	Knowledge and understanding	40
	Skills in working scientifically	60
		100

Course: Science Extension		
1 unit for HSC Board Developed Course		
Course Description:		
<p>The Science Extension Stage 6 syllabus focuses on the nature, development and processes of Science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries, and contemporary scientific research. They are challenged to examine a scientific research question drawn from one or more of the scientific disciplines of Biology, Chemistry, Earth and Environmental Science and Physics. In doing this students extend their knowledge of the discipline/s, conduct further analysis and authentic investigations and, uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.</p> <p>Through designing and conducting their own scientific research, initially using small data sets, students deepen and build upon their understanding of analysing and interpreting data. Students are provided with opportunities to refine and extend their skills of Working Scientifically by applying the processes to contemporary authentic scientific research, gathering and examining evidence in the form of large data set(s), modelling and critically assessing and evaluating the gathered information.</p> <p>Students interrogate and refine their ideas of and about science through analysing historical cultural observations and significant scientific research within the relevant ethical frameworks and philosophical arguments of the time.</p> <p>The course is designed for students who have attained a high level of achievement in one or more of the Science disciplines in Year 11 and are planning to pursue further study in Science, Technology, Engineering or Mathematics (STEM) based courses offered at the tertiary level.</p>		
Main Topics Covered:		
HSC Course		
<ul style="list-style-type: none"> • Module 1: The Foundations of Scientific Thinking • Module 2: The Scientific Research Proposal • Module 3: The Data, Evidence and Decisions • Module 4: The Scientific Research Report <p>This is a draft syllabus under consultation .</p>		
Particular Course Requirements:		
<ul style="list-style-type: none"> • Throughout the course students select and develop a scientific research question and develop evidence based responses in the form of a scientific research report that is supported by a scientific research portfolio. • The Scientific Research Portfolio and Report produced in this course may be an extension of, but must not overlap with or significantly duplicate, any depth study attempted in the Year 11 or Year 12 Biology, Chemistry, Earth and Environmental Science, Physics or Investigating Science courses. 		
Assessment: HSC course only		
External Assessment	Internal Assessment	Weighting
Draft HSC Examination Specifications Time allowed: 1.5 hours plus 10 minutes reading time	Communicating knowledge and understanding	30
	Analysing and evaluating data	30
	Scientific research skills	40
		100

Course: Society and Culture			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
<p>Course Description: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study.</p> <p>Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).</p> <p>The course deals with areas of study of interest and relevance to students.</p>			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • 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			
Core:			
<ul style="list-style-type: none"> • Social and Cultural Continuity and Change: (30% of course time) • The Personal Interest Project: (30% of course time) 			
Depth Studies: 40%			
Two to be chosen from:			
<ul style="list-style-type: none"> • Popular Culture • Belief Systems and Ideologies • Social Inclusion and Exclusion • Social Conformity and Non-conformity 			
Particular Course Requirements: Nil			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A two hour written examination	60	Knowledge and understanding of course content	50
Personal Interest Project	40	Application and evaluation of social and cultural research methodologies	30
		Communication of information, ideas and issues in appropriate forms	20
	100		100

Course: Textiles and Design			
2 units for each of Preliminary and HSC Board Developed Course		Exclusions: Nil	
Course Description: The Preliminary course involves the study of design, communication techniques, construction techniques, innovations, fibres, yarns, fabrics and the Australian textile industry. Practical experiences are integrated throughout the content areas and include experimental work and project work. The HSC course builds upon the Preliminary course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course integrates in the development of a Major Textiles Project, which is specific to a selected focus area and which includes supporting documentation and textile item(s).			
Main Topics Covered:			
Preliminary Course			
<ul style="list-style-type: none"> • Design (40%) • Properties and Performance of Textiles (50%) • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%) 			
HSC Course			
<ul style="list-style-type: none"> • Design (20%) • Properties and Performance of Textiles (20%) • The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) (10%) • Major Textiles Project (50%) 			
Particular Course Requirements:			
In the Preliminary course, practical experiences should be integrated into the Design and Properties and Performance of Textiles areas of study, including experimental work and project work. In the HSC course, the Major Textiles Project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Preliminary course.			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Textile, Clothing, Footwear and Allied Industries	10
Major Textiles Project	50	Properties and Performance of Textiles	20
		Design	20
		Major Textiles Project	50
	100		100

Prior to sitting the 1½ hour HSC examination, students have already completed half their HSC marks by completing and submitting their practical work and folio.

NB – The Major Textile Project may draw from one of the following focus areas:

- . apparel
- . costume
- . non apparel
- . furnishing
- . textile arts

The Major Textile Project has two parts: the item(s) and supporting portfolio each worth 25% of the HSC.

Each year an excursion is run to view the HSC projects and visit a variety of textile outlets, fabrics, beads etc. in Sydney.

It is not necessary to have studied textiles and design in years 9 and 10.

A financial contribution, specific to this subject, of approximately \$40 to cover materials consumed will apply.

Course: Visual Arts			
2 units for each of Preliminary and HSC Board Developed Course Exclusions: Projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.			
Course Description: Students with a passion or interest in Visual Art can explore a wide variety of expressive forms. These include Printmaking, Sculpture, Ceramics, Photomedia, Textiles and Fibre, Graphic Design, Drawing, Painting, Designed Objects, Time-Based Forms or a combination of any of these forms, a Collection of Works or COW. Year 12 students perform deeper investigations into one or more of the expressive forms culminating in a 'Body of Work' for their HSC submission, late August/early September. Students also study artists, artworks and their practices in the art world through critical and historical investigations to develop concept and knowledge in their own art making. In Year 12 students develop strategies to answer the critical and historical exam by engaging in 5 case studies throughout the HSC year. Students are immersed in field trips, exhibitions and workshops to broaden their perspective of art throughout the 2 year course. The course is developed to cater for all students that completed Stage 4 and/or Stage 5 Visual Arts courses.			
Main Topics Covered: Preliminary Course learning opportunities focus on: <ul style="list-style-type: none"> • 3 units of work: 50% Making Art, 50% Studying Art • My Place or Yours? Exploring the Landscape • Sitting on the Fence: Investigating the Object • Self and Identity: Layers of Meaning and Visual Language HSC Course learning opportunities focus on: <ul style="list-style-type: none"> • How students may develop their practice in artmaking, art criticism, and art history. • How students may develop their own informed points of view in increasingly independent ways and use different interpretive frameworks in their investigations. • How students may learn about the relationships between artists, artworks, the world and audiences within the art world and apply these to their own investigations. • How students may further develop meaning and focus in their work. • How students sustain their intentions in their Body of Work through material and conceptual practice. 			
Particular Course Requirements: Preliminary Course <ul style="list-style-type: none"> • Artworks in a range of expressive forms and use of a Visual Arts diary. • Investigation and experimentation of ideas in art making, complimented by art history and art criticism. HSC Course <ul style="list-style-type: none"> • Development of a body of work and use of a Visual Arts diary. • A minimum of five Case Studies (4–10 hours each). • Deeper and more complex investigations in art making, art criticism and art history. 			
Assessment: HSC course only			
External Assessment	Weighting	Internal Assessment	Weighting
A written examination of one and a half hours	50	Development of the body of work	50
Submission of a body of work	50	Art criticism and art history	50
	100		100

A financial contribution, specific to this subject, of approximately \$50 to cover materials consumed will apply in the preliminary and HSC courses. In the HSC course students provide all their own materials for their Body of Work plus the \$50 financial contribution.

NB: Students choosing Photomedia are required to have an 8G SD card.

Board Endorsed Courses for 2018 - 2019

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

- Content Endorsed Courses have syllabuses endorsed by the NESA to cater for areas of special interest not covered in Board Developed Courses. TAFE delivered courses (which are written and delivered by TAFE) have Content Endorsed status granted by the Board.
- Schools may also develop special courses in order to meet student needs. These courses must be approved by the NESA.
- There is no external examination for Board Endorsed Courses. Assessment is school based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Board Endorsed Courses do not count in the calculation of the Australian Tertiary Admissions Rank (ATAR).

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

Course: English Studies (a non ATAR course)		
Content Endorsed Course		Exclusions: Standard, Advanced, Extension, ESL
Course Description: English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard Course.		
Main Topics Covered:		
Year 11 course (120 hours)	English Studies	Indicative hours
	Mandatory module – Achieving through English: English in education, work and community	30 – 40 hours
	An additional 2 – 4 modules to be studied	20 – 30 hours each
Year 12 course (120 hours)	English Studies	Indicative hours
	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2 – 4 modules to be studied	20 – 45 hours each
Text requirements	<p>In both Year 11 and Year 12 students are required to:</p> <ul style="list-style-type: none"> • read, view, listen to and compose a wide range of texts including print and multimodal texts • study at least one substantial print text (for example a novel, biography or drama) • study at least one substantial multimodal text (for example film or a television series) <p>In Year 12 students will also be required to:</p> <ul style="list-style-type: none"> • study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences. <p>Across Stage 6 the selection of texts should give students experience of the following as appropriate:</p> <ul style="list-style-type: none"> • reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and the peoples and cultures of Asia • Australian text 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 	
Modules and Levels of Challenge		
<p>Elective modules may be studied in either the Year 11 or Year 12 course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.</p> <p>The electives are able to be selected and then developed by teachers to allow for:</p> <ul style="list-style-type: none"> • their students’ needs, interests, abilities, career aspirations and personal circumstances • choice of approach • choice of texts studied. 		
Mandatory Modules		
<ul style="list-style-type: none"> • Year 11 – Achieving through English: English in education, work and community • Year 12 – Common module: Texts and Human Experiences 		
Elective Modules (Year 11 or 12)		
<ul style="list-style-type: none"> • A: We are Australians: English in citizenship, community and cultural identity • B: Telling us all about it: English and the media • C: On the road: English and the experience of travel • D: Digital Worlds: English and the Web • E: Playing the Game: English in sport • F: MiTunes and Text: English and the language of song • G: Local Heroes: English and community life • H: Part of a Family: English and family life • I: Discovery and Investigations: English and the sciences • J: In the Marketplace: English and the world of business • K: The Big Screen: English in filmmaking • L: Who do I think I am?: English and the self • M: Landscapes of the Mind: English and the creative arts • N: The Way we Were: English for exploring our past 		
* The inclusion of Texts and Human Experiences will require the study of one text from the Prescribed Text List.		

Continued next page...

Course: English Studies continued....

Particular Course Requirements

For the **Year 11** Course students are required to:

- complete 120 indicative hours
- study the mandatory module, Achieving through English: English in education, work and community
- complete the mandatory module, Achieving Through English, as the first unit of work
- complete an additional 2 – 4 modules from the elective modules provided (1 may be school-designed), considering factors such as students’ needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school designed modules should be based on the framework of the modules outlined in this syllabus.

For the **Year 12** Course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the mandatory common module – Texts and Human Experiences as the first unit of work
- complete an additional 2 – 4 modules from the elective modules provided (1 may be school-designed) considering factors such as students’ needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school designed modules should be based on the framework of the modules outlined in this syllabus.

Additional Requirements for both Year 11 and Year 12 courses:

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.

Assessment:

Year 11 & 12 Internal Assessment

Component	Weighting %	
Knowledge and understanding of course content	50	The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • three assessment tasks • the minimum weighting for an individual task is 20% • the maximum weighting for an individual task is 40% • one task may be a formal written examination • one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% • one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50	The Year 12 formal school based assessment program is to reflect the following requirements: <ul style="list-style-type: none"> • a maximum of four assessment tasks • 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 with a maximum weighting of 20% • one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30% • assessment of the Common Module must integrate teacher or student selected related material.
Total	100	

Course: Exploring Early Childhood	1 unit over one year, or 2 units over two years
Content Endorsed Course	Exclusions: Nil
<p>Course Description:</p> <p>Exploring early childhood comprises a compulsory common core of 45 hours study and optional modules.</p> <p>The core studies include:</p> <ul style="list-style-type: none"> PART A: Pregnancy and childbirth PART B: Child growth and development PART C: Promoting positive behaviour <p>The optional modules can occupy 15 to 30 hours of study.</p> <p>There are 14 optional modules. Some of these are:</p> <ul style="list-style-type: none"> • Play and the developing child • Starting school • Children’s literature • Food and nutrition • Young children with special needs <p>As this course has a practical as well as a theoretical base, it is considered important that students have the opportunity to interact with young children on a regular basis. This can occur in the home environment, with friends or visits to nearby childcare centres or preschools.</p> <p>This course offers initial learning experiences that can lead to further post-school study at TAFE or university.</p> <p>1 unit over 1 year 60 hours study 1 unit over 2 years 60 hours Preliminary and 60 hours HSC 2 units over 1 year 120 hours study 2 units over 2 years 120 hours Preliminary and 120 hours HSC</p>	

Course: Marine Studies	1 unit over one year, or 2 units over two years
Content Endorsed Course	Exclusions: Nil
<p>Course Description:</p> <p>Marine studies provides an opportunity for the future custodians of the environment to study the ocean to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community.</p> <p>It provides an opportunity to instill in students an acceptable ethical code towards use of the marine environment, increasingly demanded by the community and their governments.</p> <p>Further, this course brings a wide range of marine-based leisure experiences to students in a safe setting. Marine studies provides for both practical and theoretical learning, honing students’ acquired skills to solve real life problems.</p> <p>Through the study of marine studies students will develop:</p> <ul style="list-style-type: none"> • knowledge, understanding and appreciation that will promote sound environmental practises in the marine environment; • the ability to cooperatively manage activities and communicate in a marine context; • an ability to apply the skills of critical thinking, research and analysis; • knowledge and understanding of marine industries and their interaction with society and with leisure pursuits; • knowledge, understanding and skills in safe practises in the marine context. <p>Course Structure:</p> <p>Marine Studies is comprised of a 30 hour core, 23 optional modules and an optional personal interest project. After completing the core, schools are able to select from the optional modules to develop programs that respond to student needs and interests.</p> <p><i>A financial contribution, specific to this subject, of approximately \$15 for the 1 unit course and \$30 for the 2 unit course to cover materials consumed will apply.</i></p>	

Course: Photography, Video and Digital Imaging	2 units over two years
Content Endorsed Course	
Exclusions: projects developed for assessment in one subject are not to be used either in full or in part for assessment in any other subject.	
<p>Course Description: Photography, video and digital imaging offers students with a passion or interest in photographic imaging to gain deeper knowledge and enrichment of visual representation in this medium. Students explore a wide range of experiences from recording the personal to documentary and action photography, whilst exploring contemporary and traditional practices. Students explore a broad range of genres which include landscape photography to studio portrait photography. The course offers field trips and excursions to experience photo shoots of one or more of these fields. Students gain experience in the digital lab as well as historical darkroom practices.</p> <p>Students explore methods of post-production by investigating a range of software to create slick and imaginative images and/or video. Students will learn file organisation on the computer, quality printing and experience different photographic papers, SLR digital cameras, digital cameras and film cameras. Students will develop knowledge, skills and understanding through the making of photographs and/or videos and/or digital images that promotes fertilization of ideas and actions, gain individuality and technical accomplishment.</p> <p>Students develop knowledge, skills and understanding that lead to increased insight into a range of photographers and their practice in critical and historical studies. Students culminate with a portfolio in Year 12 for professional practice.</p> <p>It is highly recommended for students to have access to a digital camera for use out of school hours. The course is developed to cater for all students that completed Stage 4 and/or Stage 5 visual arts courses.</p>	
<p>Main Topics Covered Modules may be selected in any of the three broad fields of:</p> <ul style="list-style-type: none"> • Wet Photography • Video • Digital Imaging <p>Modules include: Introduction to the Field; Developing a Point of View; Traditions, Conventions, Styles and Genres; Manipulated Forms; The Arranged Image; and Temporal Accounts.</p> <p>An Occupational, Health and Safety Module is mandatory. The additional module individual/collaborative project extends students' learning experiences and may reflect students' increasing interests and desire to specialise in one or more of these fields or explore the connections further between the fields.</p>	
<p>Particular Course Requirements Students are required to record ideas, experiments and process in a Visual Diary. <i>A financial contribution, specific to this subject, of approximately \$80 to cover maintenance of the cameras and studio equipment, as well as diary, printing paper and ink consumed, will apply. Students are also required to have an 8G SD card.</i></p>	

Course: Sport, Lifestyle and Recreation Studies	2 units over 2 years
Content Endorsed Course	
Exclusions: Students studying board developed PDHPE must not study CEC modules which duplicate PDHPE modules.	
<p>Course Description: Students will learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision makers.</p> <p>This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.</p> <p>Through the course students will develop:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors that influence health and participation in physical activity; • knowledge and understanding of the principles that impact on quality of performance; • an ability to analyse and implement strategies to promote health, activity and enhanced performance; • a capacity to influence the participation and performance of self and others. <p>The course provides the opportunity to specialise in areas of expertise or interest through optional modules such as: Aquatics, Athletics, First Aid, Fitness, Specific Sports, Gymnastics, Outdoor Recreation, Sports Administration, Coaching, Social Perspectives of Sport, and Healthy Lifestyle.</p> <p><i>Students will be required to pay a course fee, specific to this subject, of \$50 to cover bus fares, pool entry and other organised activities.</i></p>	

Course: Work Studies

2 units for each of Preliminary and HSC

Content Endorsed Course

Exclusions: Nil

Work in all its forms – paid and unpaid – plays a central role in our lives. Technological, social and economic factors are rapidly changing the nature of work and traditional patterns of work organisation. Many of the occupations in which students will work do not yet exist.

The aim of the *Work Studies* syllabus is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training. It develops knowledge and understanding of the issues faced by students in this transition and the skills needed for effective career planning and performance of tasks in the work environment.

This course will also give students practical experience in their chosen areas of work as well as giving them opportunities to gain employment in the local area with local businesses.

This course in Work Studies will assist students to:

- recognise the links between education, training, work and lifestyle, and to recognise the economic and social factors that affect work opportunities
- develop an understanding of the changing nature of work organisation and the implications for individuals and society
- undertake an extended work placement to allow for the development of specific job-related skills
- acquire general work-related knowledge, skills and attitudes, transferable across a number of occupational areas
- develop their skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace.

The course has one **core unit** “My Working Life” and 11 elective **modules**. The choice of modules, including school-based modules, can be determined by the school in conjunction with students. Work Studies is based on four themes being **Career Planning, Performing Work Tasks, Working with Others and Managing Change**. These themes are integrated through each of the modules, they relate closely to the course outcomes and apply across a variety of employment and life contexts. They are required not only to gain work, but also to assist individuals progress in the workplace and participate as active and informed citizens.

240 hour course

1. My Working Life
2. In the Workplace
3. Preparing Job Applications
4. Workplace Communication
5. Teamwork and Enterprise skills
6. Managing Work and Life Commitments
7. Personal Finance
8. Workplace Issues
9. Self Employment
10. Team Enterprise Project
11. Experiencing Work
12. School-Developed Module

Get **Ready for Work** at school

Vocational
Education
and
Training ~
(VET) Courses
for
2018 - 2019

Vocational Education Training courses as part of their HSC

VET at a glance

- VET courses are available to both year 11 and 12 students
- VET courses are taught by teachers at school and/or TAFE
- VET courses can give you a head start in a career. You can gain work related skills or pursue further study at university or TAFE
- VET courses are designed for all students and are offered in a variety of industry areas

Vocational Course Choices and Benefits

- Vocational Education and Training (VET) offers qualifications and pathways to employment in many areas. There are opportunities available for every student.

What an Opportunity!

- Whilst still in their senior years, students can access VET courses that will put them on a fast track to further VET studies, or directly to employment. VET courses can also offer advanced standing within university programs.
- VET will be one key option for young people seeking to upgrade their technology skills because it is uniquely placed to meet the changing demands of the workplace.
- Employers place great value on vocational education and training. There is a range of employment opportunities opened up by these nationally recognised qualifications.

There Are Plenty to Choose From!

- School students in years 11 and 12 can choose vocational courses taught at their home school, another government school or at a campus of the Illawarra Institute of TAFE. These are all 2 unit courses studied over 1 or 2 years.

Framework Courses

- All VET Framework courses are ATAR courses. They have compulsory work placement and they are designed to lead to nationally recognised Australian Qualifications Framework (AQF) Certificate 1 or 2. They include Business Services, Construction, Hospitality, Information Technology, Metal and Engineering, Primary Industries, Retail and Tourism.

Framework Courses and the ATAR

- Hospitality and Construction can both count towards the ATAR, however, if you do both courses, only the result from ONE Framework course will count towards your ATAR.

Non Framework Courses

- These courses do not attract ATAR recognition but they do provide HSC recognition as well as Australian Qualifications Framework certification. The majority of non framework courses are provided by the Illawarra Institute of TAFE and OTEN.
- Both framework and non framework courses can provide 2 units of study in each senior year for students who meet the assessment guidelines.

How Much Does it Cost?

- All courses have some cost.
- If you enrol in a school delivered course you will be expected to contribute to the cost of material used in the course (eg food in hospitality) and may be expected to purchase or hire a uniform or personal equipment.
- **You will be expected to contribute all costs of transport to and from TAFE.**

How Do I Get Into a Course?

- Complete our online subject selection form indicating which VET courses you wish to study. You may be able to access more than one VET course. You can get further information by attending the Subject Selection Information Evening on 27 July 2017 and also from the Careers Advisor or VET Co-ordinator.

External Access at Another School or TAFE

- The VET course may not be offered at your school. You may be provided with access to that course externally at the nearest TAFE campus or through Distance Education from a school that supplies distance education courses.

Contact Numbers

For further information regarding your choice of VET courses contact the school VET Coordinator or the Careers Advisor, Mr R Kenna.

Assessment

- *Competency Based Assessment*

VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.

Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent.

- *External Based Assessment*

The Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple-choice items, short answers and extended response items.

The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the NESA syllabus.

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 AQF qualifications. The HSC examination is optional.

Work Placement

- Students in Industry Curriculum Framework courses must complete work placement of up to 70 hours for a 2 unit x 2 year course (240 hours). Additional hours are required for any extension courses - typically 35 hours for 120 hours of HSC credit.

School Based Traineeships

- Traineeships are available in a range of HSC VET courses, including all Industry Curriculum Frameworks except Construction.
- A school based traineeship can be completed while students are still at school as part of the HSC. A traineeship will lead to a Certificate of Proficiency.
- A school based traineeship prepares students for a career in a particular industry, provides a training wage and skills training both on-the-job and off-the-job at school, with TAFE NSW or a private training provider.

School Based Apprenticeships

- School-based apprenticeships allow senior high school students to commence an apprenticeship while at school. While studying for their HSC, school-based apprentices work part-time and undertake **the first stage of their formal or off-the-job apprenticeship training**. Both the on-the-job and off-the-job training undertaken by school-based apprentices can contribute to their HSC.
- A student commencing a school-based apprenticeship will gain their trade qualifications within 5 years: that is, after completion of the HSC, the apprentice will have up to **3 years of full-time employment** as an apprentice.
- Apprentices who successfully complete their apprenticeship training receive a **Certificate of Proficiency** in the trade. Apprenticeships involve both formal (or off-the-job) training and on-the-job training. A Certificate of Proficiency is only issued when the apprentice can show evidence that both aspects of their training have been successfully completed.

On successful completion of the formal training, a qualification, usually at Certificate III level, will be issued to the apprentice by the registered training organisation, such as TAFE NSW.

On successful completion of the on-the-job training, the employer should issue the apprentice with a letter confirming that the apprentice has completed their term of employment, as an apprentice, and has trade skills to industry standard.

- While at school, the school-based apprentice must complete a specified number of days of paid employment as a first-year apprentice. For many trades the minimum requirement is 100 days but for some trades (eg electrical and electronics trades) it may be as high as 180 days.
- **School-based apprentices in NSW will undertake their apprenticeship training through TAFE NSW or a private training organisation authorised to provide apprenticeship training.**
- All school-based apprentices must study HSC VET courses that match the training provided to first-year full-time apprentices.
- School based apprenticeships are established and protected in the **same way as a full-time apprentice**.
- Most school students undertaking school-based apprenticeships will **commence at the end of Year 10 or the beginning of Year 11**. Where possible, applications for school-based apprenticeships should be submitted **in the first two weeks of Year 11**.
- Further information on school based apprenticeships in the HSC is available on the Vocational Education and Training section of the NESA website at:
www.educationstandards.nsw.edu.au/voc_ed/index.html

Certificate II in Construction Pathways CPC20211

Course: Construction (240 indicative hours) Board Developed Course Students must complete a minimum of 70 hours work placement to meet HSC requirements.		4 Preliminary and/or HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR)
Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.		
Core Units of Competency CPCCCM1012A Work effectively & sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1014A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry		Elective Units of Competency CPCCCA2002B Use carpentry tools and equipment CPCCCA2011A Handle carpentry materials CPCCCM2004A Handle construction materials CPCCCM2006B Apply basic levelling procedures CPCCJN2001A Assemble components CPCJN2002B Prepare for off-site manufacturing process CPCCBL2001A Handle and Prepare bricklaying material CPCCBL2002A Use bricklaying and block laying tools and equipment CPCCCO2013A Carry out concreting to simple forms CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
This course contains three additional units above the qualification to meet NSW HSC Board of Studies requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.		
Qualifications Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Construction Pathways CPC20211 . Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Construction Pathways CPC20211 . There are eight Employability Skills : communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://training.gov.au/		
Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. N Determinations: Where a student has not met Board of Studies course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification. External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment. Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.		
Resources costs: \$60.00 per calendar year plus associated white card costs Discuss payment options with your trainer		Refund Arrangements: on a pro – rata basis
Delivery Arrangements: During existing school term		
Exclusions : N/A		
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/		
For more information on possible outcomes please visit the Board of Studies NSW website: http://www.boardofstudies.nsw.edu.au		

Certificate I in Engineering MEM10105

<p>Course: Metal and Engineering (240 indicative hours) Board Developed Course Students must complete a minimum of 70 hours of work placement to meet HSC requirements.</p>		<p>4 Preliminary and/or HSC units in total Category B status for Australian Tertiary Admission Rank (ATAR)</p>
<p>Course Description This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in safe work practices, routine work activities, working with others, quality procedures and systems, the use of hand and power tools, technical drawing and engineering measurement. Occupations in the manufacturing, engineering and related industries include fitter, toolmaker, structural steel welder, engineering draftsman, engineer (automotive, fabrications, production, plastics, marine, mechanical) boat builder/repairer and mechanical, production or marine engineer.</p>		
<p>Core Units of Competency</p> <p>MEM13014A Apply principles of occupational health and safety in the work environment</p> <p>MEM14004A Plan to undertake a routine task</p> <p>MEM15024A Apply quality procedures</p> <p>MEM16007A Work with others in a manufacturing, engineering or related environment</p> <p>Elective Units of Competency</p> <p>MEM15002A Apply quality systems</p> <p>MEM12023A Perform engineering measurements</p> <p>MEM12024A Perform computations</p> <p>MEM18001C Use hand tools</p> <p>MEM18002B Use power tools/hand held operations</p> <p>MEM05005B Carry out mechanical cutting</p>		<p>Refer to Training and Assessment Strategy when selecting units from the following list.</p> <p>Elective Units of Competency (continued) Elective units can include:</p> <p>MEM11011B Undertake manual handling</p> <p>MEM03003B Perform sheet and plate assembly</p> <p>MEM07032B Use workshop machines for basic operations</p>
<p><i>This course also requires the completion of the Manufacturing, engineering and related services industries induction and MEM09002B Interpret technical drawing to meet NESA HSC requirements.</i></p> <p>Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.</p>		
<p>Qualifications Students who are assessed as competent in the above units of competency will be eligible for a Certificate I in Engineering MEM10105. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate I in Engineering MEM10105.</p> <p>There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/</p>		
<p>Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.</p> <p>N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.</p> <p>External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.</p> <p>Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.</p>		
<p>Resources costs: \$60 per calendar year plus associated white card costs Discuss payment options with your trainer</p>		<p>Refund Arrangements: on a pro – rata basis</p>
<p>Delivery Arrangements: during existing school term</p>		
<p>Exclusions : NA</p>		
<p>A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/</p>		

Certificate II in Hospitality – SIT20316

Course: Hospitality (240 indicative hours)		4 Preliminary and/or HSC units in total
Board Developed Course		Category B status for Australian Tertiary Admission Rank (ATAR)
Students must complete a minimum of 70 hours of work placement to meet HSC requirements.		
Course Description		
<p>This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They work under direct supervision and involved in mainly routine and repetitive tasks using practical skills & basic industry knowledge.</p> <p>This qualification provides a pathway to work in various hospitality settings – restaurants, hotels, motels, catering operations, clubs, pubs, cafés and coffee shops. Possible job titles: café attendant, catering assistant, food and beverage attendant.</p>		
Core Units of Competency		Elective Units of Competency
BSBWOR203	Work effectively with others	SITXFSA001 Use hygienic practices for food safety
SITHIND002	Source & use information on the hospitality industry	SITHFAB004 Prepare and serve non-alcoholic beverages
SITHIND003	Use hospitality skills effectively (holistic Unit)	SITHFAB005 Prepare and serve espresso coffee
SITXCOM002	Show social and cultural sensitivity	SITHFAB007 Serve food and beverage
SITXCCS003	Interact with customers	SITHCCC001 Use food preparation equipment
SITXWHS001	Participate in safe work practices	SITXFSA002 Participate in safe food handling practices
		BSBSUS201 Participate in environmentally sustainable work practices
		BSBCMM201 Communicate in the workplace
<p>This course contains 3 additional units above the qualification to meet NSW HSC Board of Studies requirements. Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.</p>		
Qualifications:		
<p>Students who are assessed as competent in the above units of competency will be eligible for a Certificate II in Hospitality (SIT20316). Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards Certificate II in Hospitality (SIT20316). Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from http://training.gov.au/</p>		
Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.		
N Determinations: Where a student has not met NSW BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.		
External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.		
Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.		
Resources costs: \$25 / term (plus buy own Café style uniform – approx. \$65) Discuss payment options with your trainer		Refund Arrangements: on a pro – rata basis
Delivery Arrangements: 240 hours delivery in school timetable with 2 work placements of 35 hours or RPL		
Exclusions Nil however students may not undertake the same unit of competency in more than one VET course		
A school-based traineeship is available in this course, for more information: http://www.sbatinnsw.info/		
For more information on possible outcomes please visit the NSW BOSTES website: http://www.boardofstudies.nsw.edu.au		